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1914

SYLLABUS OF

COURSES IN EDUCATION

Teacher-Training High Schools

MISSOURI

ISSUED BY

State Department of Education

WM. P. EVANS

State Superintendent of Public Schools



Prepared by

S. E. DAVIS

Inspector of Teacher-Training

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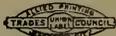


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JEFFERSON CITY, MISSOURI

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FOREWORD.

No member of the recent Legislature need apologize for his support of the bill providing for teacher-training in high schools as the plan has been popular from the first and seems to fill a definite need of long standing. Schoolmen, too, should be pleased with the outcome of their agitation since the State, at the same time, admitted its responsibility for secondary education, appropriated money for its encouragement, and took its first step in the direction of secondary vocational education. Recently a prominent educator criticised the Department for its stringency of regulation, but stated that in his opinion Missouri has the best system of work in the whole country. Others have had the same conviction and have made similar statements. The Department deliberately took the risk of the criticism, in order to secure the commendation. We knew that some states had made haste so rapidly that backward steps had been necessary and we preferred to be safe rather than sorry. Many were asking last year whether the teacher-training units of work would be accepted for college entrance credit, but the concern of the members of the Department was that the work should be worthy of credit. It is universally admitted now that some of the best work done in high schools this year has been in these classes. If regulations or enforcement have been too rigid it will be far easier to relax than to stiffen. Meanwhile it is proper to say that the Department has had the most cordial support from the schoolmen of the State.

Much of the success of the installation of this great work is due to the foresight and comprehensive grasp of the inspector, Mr. S. E. Davis, and superintendents and special teachers now recognize and depend upon his helpful suggestions. So carefully did he work out the syllabus last year that minor changes only are needed in this revision.

Another step in perfecting the administration of this and other details connected with high school work should receive the thoughtful attention of the profession and some carefully framed provisions should be ready for the next meeting of the Legislature.

The classification of high schools is too important a function to leave to the vicissitudes of partisan politics, but should be in the hands of some properly constituted board of laymen, of which the State Superintendent of Schools should be executive officer. To the same board several other duties should be referred, thus strengthening the hands of the State Superintendent and safeguarding the interests of such as feel that they should have an appeal from his decisions. Just what duties should be assigned to such a board and how it should be constituted will develop from the discussion when the matter is taken up seriously.

The colleges of the State are now fully awake to their responsibilities in the training of teachers, and are taking steps to meet the need. They have been slow in recognizing that definite special training for teaching is necessary to complete the natural bent and the supply of subject matter found in the other courses. They are finding it possible to secure professors who have made special preparation for such work and who are likewise able to offer courses as stiff and cultural as the professors of traditional subjects. The output of such courses is gladly welcomed by the profession and is sure to supplant at an early date many of the haphazard workers heretofore found in too large numbers in high schools. Many large high schools have been seeking college graduates for their corps, but have had great difficulty in finding those who could from the start give the quality of work asked.

The training of teachers is now in the limelight, and many are giving thought and time to improve it. We of Missouri are pushing on and hope to aid in the general advance. It is important that all give such aid as lies in their power to improve the process. Constructive criticism is welcome from whatever source.

WM. P. EVANS,

State Superintendent of Public Schools.

Jefferson City, Mo., August 15, 1914.

THE TEACHER-TRAINING LAW.

AN ACT to provide for teacher-training courses in certain high schools and academies, and to provide for state aid to high schools giving such teacher-training courses, with an emergency clause.

SECTION

1. Teacher-training courses—provisions for—what grades.
2. State aid—amount of—payable how—superintendent to make report—auditor to send amount to county clerk.
3. State aid—when more than one high school—requirements for.
4. Inspector of teacher-training—appointment of—salary.

SECTION

5. State school superintendent—duty of—teacher-training classes.
6. Examination for graduation—fee for certificate—apportionment of fee—account to be kept by state school superintendent.
7. Certificate of graduation—issued by whom—grades—fee.
8. Emergency.

Be it enacted by the General Assembly of the State of Missouri, as follows:

Section 1. Teacher-training courses—provisions for—what grades.—For the purpose of increasing the facilities for training teachers for the elementary and rural public schools, by requiring a review of such common branches as may be deemed essential by the state superintendent of public schools and for instruction in elementary pedagogy, including the art of teaching elementary agriculture, provision is hereby made for teacher-training courses in the eleventh and twelfth grades of such approved first class high schools as the state superintendent of public schools may designate: *Provided*, that such high schools shall be selected and distributed with regard to their usefulness in supplying trained teachers for the elementary schools of all portions of the state and with regard to the number of teachers required for the elementary schools in each portion of the state: *Provided*, that private and denominational schools be eligible to the provisions of this act, except as to receiving state aid.

Sec. 2. State aid—amount of—payable how—superintendent to make report—auditor to send amount to county clerk.—Each public high school approved under the provisions of this act shall receive state aid to the amount of seven hundred and fifty dollars (\$750.00) per annum, payable in two equal installments at the close of each semester as hereinafter provided. The superintendent of each such approved high school shall at the close of each semester file such report with the state superintendent of public schools as said officer may require. Upon receipt of a satisfactory report the state superintendent of public schools shall certify to

the state auditor the amount due said school and the county in which said school is situated, and shall also notify the county clerk of each county the amount due any school in his county. The state auditor shall draw a warrant on the state treasurer for the amount due such district and forward said amount to the county clerk of the proper county and the county clerk shall thereupon apportion said amount to the proper district.

Sec. 3. State aid—when more than one high school—requirements for.—It is provided that in case more than one high school in any county shall be approved under the provisions of this act the total state aid distributed in such county shall not exceed twelve hundred dollars (\$1,200.00), to be divided equally among said high schools. No high school shall be approved as entitled to state aid unless a class of ten or more shall have been organized, maintained and instructed during the preceding semester in accordance with the provisions of this act and the regulations of the state superintendent of public schools.

Sec. 4. Inspector of teacher-training—appointment of—salary.—The appropriation provided for by this act for the instruction of pupils in the science and practice of rural school teaching and the teaching of elementary agriculture may be expended in part for the inspection and supervision of such instruction by the state superintendent of public schools and by such person as he may designate, and the expense of such inspection and supervision shall be paid out of said appropriation on vouchers certified by the state superintendent of public schools. In accordance with the foregoing provisions of this section, the state superintendent of public schools is authorized to appoint an inspector of teacher-training in high schools and private and denominational schools at a salary of not to exceed two thousand two hundred dollars (\$2,200.00) per year, and the necessary traveling expenses while in the discharge of his duties.

Sec. 5. State school superintendent—duty of—teacher-training classes.—The state superintendent of public schools shall prescribe the conditions of admission to the teacher-training classes, the courses of instruction, the rules and regulations under which such instruction shall be given and the requirements for graduation subject to the provisions of this act.

Sec. 6. Examination for graduation—fee for certificate—apportionment of fee—account to be kept by state school superintendent.—In each high school approved under this act, an examination for graduation from the teacher-training course shall be conducted under such rules as the state superintendent of public schools shall prescribe. Each applicant for such certificate of graduation shall pay a fee of three dollars (\$3.00) to the superintendent of schools of the county in which said applicant is attending high school. One dollar of said fee shall be sent by said county superintendent to the state superintendent of public schools,

to be used to pay the cost of reading and grading the answer papers of such applicants and other expenses incident to such examinations, one dollar shall be used for the payment of the expenses of teachers' associations, and one dollar shall be retained by the county superintendent for compensation for such work as the state superintendent of public schools may require of him in connection with teacher-training courses. The state superintendent of public schools shall keep an accurate account of all moneys received and disbursed by him in carrying out the provisions of this act. Any balance remaining in said fund shall be turned into the general revenue fund of the state by the state superintendent of public schools on the first day of September of each calendar year.

Sec. 7. Certificate of graduation—issued by whom—grades—fee.—A certificate of graduation from the teacher-training course provided for in this act shall be issued by the state superintendent of public schools and shall be a valid license to teach in any public elementary or rural school in any county of the state for a term of two years on registration with the superintendent of schools of the county in which the applicant is employed to teach. After thirty-two weeks of successful experience and one term's successful work in a state normal school, in the state university, or in any standard college or university, any person holding a teacher-training certificate issued under the provisions of this act shall receive a first grade county certificate. On request of the superintendent of schools of the county under whose supervision the applicant may have taught, accompanied by a statement that the applicant has been successful as a teacher and by a certificate showing that the work prescribed above has been done, the state superintendent of public schools shall certify to the county superintendent the grades made by said applicant, and upon these grades a first grade certificate shall be issued to the applicant by the county superintendent on the payment of a fee of one dollar and fifty cents.

Sec. 8. Emergency.—On account of the immediate need of trained teachers for the rural schools, an emergency is created within the meaning of the Constitution; therefore this act shall take effect and be in force from and after its passage and approval.

Approved March 14, 1913.

REGULATIONS.

Complying with the provisions of the law the regulations below have been made by the State Superintendent:

1. The law limits teacher-training work to eleventh and twelfth grades of first class high schools, and private or denominational schools of equal rank. Three high school teachers and the training course teacher constitute the minimum teaching force of such schools. In case the superintendent does the training course work, four regular high school teachers are required besides the superintendent. In a county where no high school has four teachers in addition to the superintendent, one first class high school having three teachers and the superintendent may be approved as a teacher-training school. Variation from this regulation will be made only where a local need has been clearly established.

2. Teachers for the training course work must be approved by the State Superintendent. The following requirements are made the basis of approval for such teachers:

- (a) The general requirements for teachers in approved high schools.
- (b) Sixty semester hours of academic college work in advance of a four year high school course.
- (c) Thirty semester hours of educational work in addition to the requirement in (b) above.
- (d) Twenty-four months of successful teaching experience, part of this being in rural schools.
- (e) Good personality and evidence of special fitness for the work of training teachers.

3. No high school will be approved for the teacher-training course unless the grades below the high school are taught by efficient teachers. In general, no teacher should be employed who does not hold at least a first grade certificate or its equivalent.

4. All students who enter the teacher-training course are required to declare it to be their intention to prepare for teaching, that it is their purpose to engage in teaching in the public schools of

Missouri, and to pledge themselves to remain in the course unless prevented by illness or excused by the State Superintendent of Public Schools. Students not signing the entrance declaration may not elect any of the professional work. Students whose spoken or written English is notably deficient should be discouraged from taking work in education, and no student whose standing ranks him among the "lower third" of the class to which he belongs is permitted to elect professional work except by permission of the State Superintendent. No student is permitted to enter the teacher-training course later than the fourth week of the term without the permission of the State Superintendent. Entrance declarations, signed by all training course students, must be mailed to the State Superintendent each year not later than the close of the fourth week of school.

5. No high school can receive state support for teacher-training work unless at least ten students make the entrance declaration and remain in attendance upon the course. If the number falls below ten state support must be withdrawn for that year. Unless more than ten students sign the entrance declaration, a teacher-training course should not be installed with the expectation of receiving state aid.

6. Classes of more than twenty-five should be divided for recitation purposes.

7. The high school course of study for teacher-training students must include the following: Three units of English; one of algebra; one of geometry; two of science—one being agriculture; two of history—one being American history and government; one in special or vocational subjects—music, drawing, manual training, household arts, physical culture, or commercial subjects; three of education. In schools installing the course for the first time, and in the case of students who do not determine to become teachers until after they have completed three years of high school work, it may be necessary to omit American history, one science (not agriculture), or the special subject. Every subject so omitted must be taken as part of the work done in a higher school for the renewal of the certificate. The teacher's certificate granted at the close of the course is given only to those who are graduated by the high school after attendance of four years.

8. The three units in education shall be given according to the outlines published by the State Superintendent of Schools.

9. Examinations shall be given as follows: At the end of the

first semester on the work of the first half of courses one and two; at the close of the second semester on the second half of courses one and two, and all of course three. Questions will be prepared, papers graded and rules for conducting examinations formulated by the State Superintendent of Schools. Writing and spelling of students will be estimated upon the basis of their written work. Writing will be measured by the Thorndike scale, and spelling by the per cent of words misspelled in examinations. These examinations do not take the place of examinations given by the training teacher or the high school in these subjects, nor of the "grades" or estimates placed upon the student's work as part of his high school course.

10. A complete transcript of each training course student's high school record shall be furnished to the State Superintendent upon uniform blanks for the purpose.

11. Students are permitted to carry four subjects. Only those who have made an excellent record are permitted to carry more while enrolled in the training course, and this additional work must in every case be special or vocational. (See 7 above.) A student's record may be considered excellent only when his standing ranks him among the "upper third" of the class to which he belongs.

12. The training course teacher shall teach not more than five recitation periods per day, including the keeping of study hall.

13. A comfortable room must be furnished for the use of training classes. As nearly as possible this room should be reserved exclusively for training course work.

14. A professional library in value not less than seventy-five dollars must be provided for the use of training classes. Forty volumes of this library must be chosen from a list named by the State Superintendent. In addition, schools must provide from fifteen dollars to twenty-five dollars or more each year to be invested in new books, or in subscriptions to professional magazines and papers. The professional library must be placed where it is convenient of access to training course students.

EXAMINATIONS AND CERTIFICATES.

1. Examinations in the three professional subjects will be held in January and May. Members of the third year class take reading, and language-grammar in January; geography and arithmetic in May. Members of the fourth year class take examination in the first half of Course II in January; in the second half of Course II and all of Course III in May. Exact dates of examinations will be announced early in the school year.

2. Uniform questions will be sent by the State Superintendent to the county superintendent, who will conduct the examination in the high school (or academy) building. Questions, sealed, to be opened in the presence of the class at the time of the examination, will be sent to each town in which a class is being conducted and will be addressed to the county superintendent of schools in care of the city superintendent of schools. If more than one training class is in the county, the county superintendent may appoint some other person or persons to aid him in conducting the examination.

3. The county superintendent shall give each applicant a number (e. g., 1TT, 2TT, 3TT) and send this number with the student's name to the State Superintendent. The student's number and the name of the school should be placed at the top of each sheet used in the examination.

4. Subjects will be given in the following order:

In January: 1. Reading.	In May: 1. Geography.
2. Language-Grammar.	2. Arithmetic.
3. Course II-A.	3. Course II-B.
	4. Course III.

5. The usual conditions for fair and honest examinations are to be required. No comments or explanations may be made—ability to interpret the questions being considered part of the examination. Students may be given not less than one and one-half hours for each subject, nor more than two hours. A brief recess may be given between subjects; and no questions in any subject should be given the class until all papers written in the preceding subject have been collected by the examiner.

6. Immediately after the examination all papers must be sent to the State Superintendent. In each subject the paper will be graded as a whole, rather than upon the basis of a definite credit for each question. Omission of any required answer will be interpreted to mean inability to answer the question. Unless specifically mentioned as optional, all questions given are required. Only papers which fail to receive a passing grade will be returned.

7. The examination fee provided by law is payable in January to the county superintendent by all fourth year students taking the examination. This fee pays for one examination in each subject. A student who takes all the examinations but fails to secure the certificate will be required to pay a second fee if he takes any part of the examination in a subsequent year. The county superintendent will give a receipt to all who pay the fee and send a list of their names to the State Superintendent with one dollar of each fee paid. (A third year student who fails in examination is not required to pay a double fee during the fourth year.)

8. Only students who are graduated by the high school upon completion of sixteen units of work including the required subjects, and who have passed the examinations given by the State Superintendent, will be granted the certificate. Certificates will not be issued to students who are given high school credit for work completed in one-room rural schools. Grades in the three courses in education will be based equally upon the high school records and upon passing grades made in these examinations.

9. A complete transcript of each candidate's four year record will be required at the close of the high school course. This record will be used in determining final grades for the certificate and will include the following items: the subjects studied and the length of time each was pursued, with the year when the work was done; the grades for each quarter, semester, or term; an estimate of the student's attainment in each unit of work, showing his standing when judged comparatively. In this "teachers' estimate" "M" should be used for the middle or average group, "S" or "E" for the group above, and "I" for the group below, the entire high school being taken into consideration. Abnormally high or low grades and estimates in any subject, indicating failure of any teacher to correlate or grade carefully, should be explained when the grades are sent in.

10. The grades of E (excellent), S (superior), M (medium), I (inferior), F (failure) will be used in grading papers and in esti-

mating final standing for the certificate. In general, one-half the grades will be M; the other half will be about equally divided between those above and below M. E will be given to the few—not more than five per cent—of highest rank. Final grades for the certificate must maintain an M (medium) standard. For each I (inferior) grade there must be a grade in one of the groups above M (S, superior, or E, excellent).

11. The spelling and writing of each student are graded in two examinations. In spelling, those who misspell no word in either examination are given E; one word, S; two, three or four, M; more than four, I. Writing which measures more than thirteen by the Thorndike scale is given E; twelve or thirteen, S; eleven M; below eleven, I. Evidences of improvement or retrogression between examinations are considered in grading writing and spelling.

12. Certificates for those who successfully complete the course and pass the examinations will be sent to the secretary of the school board, or the superintendent of city schools, unless the Department of Education is requested to send them to some other responsible person.

13. Grades in professional subjects made in the high school and examination can be used upon no certificate except that given to those who successfully complete the teacher-training course.

TEACHER-TRAINING HIGH SCHOOLS.

During the school year of 1913-1914 the following high schools maintained teacher-training courses under the provisions of the law and the foregoing regulations:

Alabany	Flat River	Montgomery City
Aurora	Fredericktown	Neosho
Bethany	Fulton	Nevada
Bolivar	Gallatin	Palmyra
Boonville	Greenfield	Paris
Bowling Green	Hamilton	Perry
Brookfield	Hannibal	Plattsburg
Brunswick	Holden	Poplar Bluff
Butler	Huntsville	Princeton
California	Ironton	Richmond
Campbell	Jackson	Salem
Carrollton	Jefferson City	Salisbury
Carthage	Joplin	Savannah
Centralia	Lamar	Shelbina
Charleston	Lebanon	Springfield
Chillicothe	Lexington	Trenton
Clinton	Liberty	Troy
Columbia	Macon	Unionville
DeSoto	Malden	Vandalia
Dexter	Marshall	Washington
Doniphan	Memphis	Webb City
Edina	Mexico	Weston
Eldon	Monett	West Plains
Eldorado Springs	Monroe City	Windsor
Fayette		

The following private schools also maintained courses:

Carleton College, Farmington.

Kidder Institute, Kidder.

Missouri Wesleyan College Academy, Cameron.

In the seventy-six schools named above, six hundred and twenty-eight students completed the course, passed all examinations and received certificates in 1914.

COURSES IN EDUCATION.

COURSE ONE—METHOD THROUGH SUBJECT MATTER.

This course, given during the third high school year, comprises a study of four subjects. Reading, language-composition and grammar should be given during the first semester; geography and arithmetic during the second. The subject matter should be presented as material which the student will soon be teaching, method and device being emphasized. References are to the books recommended for all teacher-training schools, and so designated in the list at the close of this manual. Chapters are indicated by Roman notation and pages by Arabic characters.

I. Reading.

Two purposes should be served by the course in reading. Students should learn to read better aloud and show pupils how to read; they should become well acquainted with much of the literature taught in the rural schools and the best methods of presenting it to intermediate and grammar grade classes. Topics may be studied in an order different from that in the outline.

1. Time.

Too fast or too slow reading; rate of reading as a means of emphasis.

Briggs and Coffman: 204-206.

Clark: 19-27.

Sherman and Reed: I.

2. Grouping.

Clark: 28-41; VI, VII.

Sherman and Reed: II.

3. Pitch and inflection.

Clark: II.

Sherman and Reed: IV.

4. Force and emphasis.

Clark: IV, VIII, IX.

Sherman and Reed: III, V.

5. Quality.

Clark: III.

Sherman and Reed: VI.

6. Articulation, Pronunciation, and Use of the Dictionary.

The causes of poor articulation, means of improving, dangers of over-emphasis of articulation.

Briggs and Coffman: 149-172 (Exercises).

Goldwasser: 30-40.

Sherman and Reed: XIV.

(See also Course III Reading, 9.)

7. Expression.

"Reading tone," "sing-song" reading, emphasis, the difference between word-pronouncing and reading, motivation in relation to expression, correction of mistakes, position in reading, blundering and hesitation.

Arnold: 162-164.

Briggs and Coffman: 37-44; 55-61; 145-148.

Clark: X-XIV.

Sherman and Reed: XII.

8. The study of literature in the grades.

The effect of too little study, too much study, or emphasis of mechanical phases of reading upon appreciation; the study of literary units rather than fragments; reading, reciting aloud, or telling; the value of a study of literary style or grammatical construction; the study of allusions, historical setting, the author; simple figures of speech; rhythm; memorizing; determining the real function of the selection.

Briggs and Coffman: XVIII; 128-139 and 256 (Memorizing).

Charters: *Methods of Teaching* 47-54.

Clark: 231-254 (Rhythm).

Goldwasser: 49-92.

McMurry: *Special Method in Reading* IX, X, XI.

State Course of Study: 23, 25, 26 (Seventh year).

9. Selections for practice.

After the study of the preceding topics a number of selections should be read in class with the idea of their presentation to intermediate and grammar grade classes in mind.

As far as possible students should become familiar with the classics and supplementary reading recommended in the State Course of Study. Every student should be able to tell a number of the stories named in the State Course of Study, page 15 (First year).

Bryant: *How to Tell Stories to Children* 29-46; 126-253.

Bryant: *Stories to Tell Children*.

Clark: XVI.

McMurry: *Special Method in Reading* XIII.

Sherman and Reed: XVIII-XXII.

State Course of Study: 25-29; 37-45.

(See also Course Three: Reading, 2.)

II. Language, Composition and Grammar.

In this course attention should be directed to the close relations existing between the work in reading, story-telling, spelling and writing and the work in language, composition and grammar. Specific correlations should be suggested. Students will be better prepared to teach these subjects if they have been assigned some of the lessons outlined in the State Course of Study for pupils in the grades. (State Course of Study: 30, 43-51, Fourth to Eighth year.)

1. Language and composition.

- (a) Telling and writing stories, writing easy descriptions, compositions, simple verse forms and rhymes. (Goldwasser: 140-162.)
- (b) Discussion of common errors, especially in the use of pronouns and irregular verbs, causes of these errors and best means of correction. (State Course of Study: 38, 39.)
- (c) Memory gems and selections for memorizing; discussion of material for this work in intermediate and grammar grades; the best means of committing to memory. (Goldwasser: 108-118.)
- (d) Outlining, paragraphing, margins and indentations, syllabication at the end of lines, writing of titles and headings, use of italics. (State Course of Study: 40-42, Third year.)
- (e) The uses of the period, comma, colon, semicolon, dash, parenthesis, interrogation point, exclamation point, hyphen, apostrophe, quotation marks in single, double or broken quotations, capitalization; dictation exercises. (Goldwasser: 131-140.)

- (f) Letter-writing, business forms, applications for position, invitations, acceptances, regrets. (Goldwasser: 163-197; State Course of Study: 41, 46. Third and sixth years.)
- (g) Homonyms, antonyms, synonyms, word-roots and derivation through prefixes and suffixes. (State Course of Study: 34-36. Fifth to eighth year spelling.)
- (h) Abbreviations and contractions.

2. Grammar.

(a) Analysis and parsing.

The subjects in this outline are for the most part best presented by means of exercises in analysis and parsing. A limited amount of diagramming may be used to advantage provided the student does not become a slave to the diagram habit. It should be made clear that the *use* or *function* of a word in a sentence determines the part of speech to which it belongs. Blackboard outlines for parsing and analysis should be presented so that students may become familiar with a systematic plan or form which they can use in teaching.

State Course of Study: 47-48. (Grammar.)

(b) Kinds of Sentences.

Simple, compound, complex as to form. Declarative, interrogative, imperative, exclamatory as to use.

(c) Components of a sentence.

Subject; modifiers—word, phrase, clause. Bare, simple and compound subject.

Predicate; modifiers—word, phrase, clause. Bare, simple and compound predicate.

Complements.

Modifiers: Adjective—modifying nouns; adverbial—modifying verbs, adjectives, adverbs.

Connectives.

Independent elements—interjection, vocatives, nominative absolute.

(d) Clauses.

Co-ordinate, subordinate; adjective clause and the relative pronoun; adverbial clause, conjunctive adverb, and subordinate connectives; substantive clauses.

(e) Parts of Speech.

i. Nouns.

Common, proper, abstract, collective; number, person and agreement; gender; case.

ii. Pronouns.

Personal, relative; antecedent and agreement. The expletive.

iii. Adjectives.

Function—as distinguished from adverbs; kinds; comparison.

iv. Verbs.

Strong, weak, defective, redundant, regular, irregular, transitive, intransitive, copulative; principal parts; voice, mode, tense; person, number and agreement. Conjugation, synopsis, modal auxiliaries, verb phrases. Special verb forms—the participle and the infinitive and uses of each; the split infinitive.

v. Adverbs.

Function as distinguished from adjectives; comparison; conjunctive adverbs and their uses.

vi. Prepositions.

Use; prepositional phrases.

vii. Conjunctions.

Kinds.

III. Geography.

The course in geography should be presented so that important facts and principles are made clear. It is not necessary that the order of topics suggested in the outline be followed. Equally good results may be secured by following any systematic plan. Much attention should be given to the use of maps, the blackboard, and other apparatus. The question constantly asked should be "How could this best be made clear to a class in the intermediate or grammar grades?"

1. Study of the local community.

(a) Occupations, industries, and chief products.

(b) Local trade, transportation and communication.

Roads, railroads, rivers and canals, mail, telephone, telegraph.

(c) Social institutions, charitable institutions, schools, churches, clubs, lodges, places of entertainment.

(d) Government of home, school, and town.

(e) Directions, distance, making plats and maps, using a scale.

The school yard or other familiar location should be used.

- (f) Keeping weather records, study of rain, frost, dew, snow, sleet, winds.

State Course of Study: 66-67. (Fourth year.)

2. Missouri.

- (a) Location, surface and drainage, climate.
 (b) Products, industries and occupations.
 (c) Trade routes and means of communication. History of cities and causes of their growth. Population.
 (d) Social and educational institutions. Schools, eleemosynary and penal institutions.
 (e) Political divisions and officers.

The "Missouri Red Book," published by the Bureau of Labor Statistics, Jefferson City, is good for reference on this topic.

State Course of Study: 72. (Eighth year.)

3. The Earth.

- (a) Shape, size, motions of the earth.
 (b) The zones, equator, axis, poles, tropics; great, small and polar circles; latitude and longitude; hemispheres.
 (c) General position and relative size of land and water bodies.

State Course of Study: 70. (Seventh year.)

4. Grand divisions.

Position and size. Form and coast line, surface and drainage, climate and productions. All these should be considered comparatively and in relation to use as the home of man. Chief political divisions and social characteristics of population. Type of government, present industrial and social condition, and principal trade centers. As this will be the only study given to South America, Africa, Asia, and Australia, except in connection with commercial relations, work should be fairly complete.

State Course of Study: 69-70, 71. (Sixth and seventh years.)

5. The United States.

Location, surface, drainage, climate; connect with colonization and expansion. Industries of each great section of the country; trade centers. Relations with neighboring countries.

State Course of Study: 67-68; 70. (Fifth and seventh years.)

6. Europe.

The countries of Europe in their historical and commercial relationships with the United States; comparisons of size and character of country; means of transportation and communication; racial composition, density and character of population; educational level, social organization and form of government; probable causes of emigration from these countries to the United States.

State Course of Study: 71. (Seventh year.)

IV. Arithmetic.

The topics named in the outline need not in all cases be presented in the order suggested.

1. General suggestions.

The following points should be constantly kept in mind in teaching arithmetic:

- (a) The importance of reading and understanding the problem, learning to discover what is given and what required before any computation is done should be stressed.
- (b) Many problems should be solved by merely indicating the process to be carried out, without making figures. (Brown and Coffman: 78-81; Smith: 182.)
- (c) The approximate estimate should be determined before complete result is found. For example, the first step in finding the interest on \$453.75 for two years, eight months and three days at $6\frac{1}{2}\%$ is to determine approximately the interest for that time. (Smith: 174.)
- (d) After a problem is solved a pupil should always know how to prove the correctness of the result.
- (e) Students of this class are not well enough acquainted with a topic until they are able to make problems suitable for use in the grades where the subject is taught. To illustrate, students do not know denominate numbers well enough until they can construct problems adapted to the needs of fifth grade children. (Brown and Coffman: 81.)
- (f) Correct use of the blackboard and skillful handling of graphic illustration should never be forgotten. Not merely making a topic clear to the high school class, but presenting it so that children in the rural or graded school will understand is the aim.
- (g) Accuracy, speed, neatness, correctness of statement and convenience of form must be emphasized. Most of the

“training” value of arithmetic is lost when finding the answer alone is considered.

(Charters: *Methods of Teaching* 191-194; Brown and Coffman: 43-55.)

- (h) Short-cuts should not be introduced until children are familiar with the principle involved.
 - (i) A good textbook may be adopted in this class, the text in use in the county perhaps being the one usually of most value. A variety of books will be useful, and in any case many examples and problems should be based upon work in other subjects, and upon situations found in daily life. (State Course of Study: 106; 114-119; 155.)
 - (j) The State Course of Study from the fourth to the eighth year inclusive should be thoroughly understood. (State Course of Study: 58-63.)
2. Outline of the Course.
- (a) Numeration and Notation.
Roman and Hindu (Arabic).
 - (b) Addition, subtraction, multiplication, division. (Brown and Coffman: 148-170.)
Terms and symbols used.
Arrangement and technique of work. (Smith: 76-83; Suzzallo: 83-95.)
Checking and proving results. (Brown and Coffman: 56-65.)
Illustrative devices. (Smith: 107-115.)
Devices for drill work. (Smith: 92-101; 116-126.)
 - (c) Divisors and multiples.
Principles and definition of terms—factor, multiple, divisor, power of number, prime and composite numbers. Finding greatest common divisor and least common multiple.
Rules of divisibility for 2, 3, 4, 5, 6, 8, 9.
Cancellation and principle involved.
 - (d) Common fractions. (Brown and Coffman: 182-194.)
Show the essential unity of fractions with the division process. Three-fourths may be written $\frac{3}{4}$, or $3 \div 4$, or $3:4$. The meaning of all terms should be clearly stated. The need of care in arrangement of work in the fundamental operations should be stressed. Every operation should be examined critically to discover

whether it is understood or is performed as the result of mere mechanical adeptness. To illustrate, the reason for every step in reducing fractions to common denominator should be stated. Cumbersome methods of adding or subtracting mixed numbers should be discarded and all forms of solution which the student cannot explain should yield to those which can be made clear to a class of grade children.

(State Course of Study: 59-60. Fifth year.)

- (e) Decimal fractions. (Brown and Coffman: 195-212.)

Notation, numeration, reduction, the fundamental operations, and aliquot parts with applications.

(State Course of Study: 60; Smith: 175-178.)

- (f) Denominate numbers.

Avoirdupois weight, linear, square, cubic, dry, liquid, time, and circular measures with practical applications.

The metric system and the English money table should be understood. (Smith: 187-188.)

- (g) Percentage and its applications.

Emphasize the unity of fractions and percentage.

Teach the following applications of percentage: Profit and loss; commission; trade discount; bank discount; simple interest; compound interest; partial payments, with not to exceed two or three payments; taxes, including duties and excises; insurance; stocks and bonds. (State Course of Study: 61-62. Seventh year.)

- (h) Business forms.

Bills, accounts, checks, drafts, notes, receipts. Students should be able to write the correct forms of all of these. They should understand the relationships of all parties involved in transactions where these are used. They should know how to keep and balance accounts. (State Course of Study: 61-62. Seventh year.)

- (i) Measurements.

i. Lines, surfaces, and solids, including triangle, parallelogram, trapezoid, circle, prism and pyramid, cylinder and cone, and sphere.

ii. Ratio and simple proportion. (Smith: 185-187.)

iii. Square root and its applications.

- iv. Applied measurements, including board measure, plastering, papering, carpeting, measuring of bins and hay, the United States land survey.
- v. Longitude and time.
State Course of Study: 60; 62-63. (Sixth and eighth years.)

COURSE TWO—PEDAGOGY.

This course is to be given during the fourth high school year. The study of mind and body will occupy the first semester, and school management and administration the second. Since the course includes much reference work it will be well to encourage students to keep note books. This will help in the mental organization of topics which very easily lose their specific content. Classroom discussions should be a valuable feature of the course.

COURSE TWO-A—MIND AND BODY.

I. The Study of the Mind.

The work in psychology should at all times be given with the preparation of teachers in mind. This being an elementary course great emphasis upon abstract or technical terms will be unnecessary. If the arrangement of topics is different from that of the text, it may be well to adhere to the order followed in the textbook. References are to the books recommended for all teacher-training schools, and so designated in the list at the close of this syllabus. Chapters are indicated by Roman notation and pages by Arabic characters.

1. Introduction.

General discussion of the nature and purpose of psychology, and its value for the teacher. The mind, or consciousness.

Betts: I.

Colgrove: 34-52; 220-223.

Colvin and Bagley: I.

James: *Briefer Course* XI.

James: *Talks to Teachers* II.

Pyle: II.

Thorndike: I.

2. Attention and interest.

Importance; meaning of attention and inattention; kinds or types of attention; relation of attention to interest; medi-

ate and immediate interests; the power of concentration. Conditions required for successful school or home study.

Bagley: IX.

Betts: II, XIII.

Colgrove: 250-252.

Colvin and Bagley: II, IV.

James: *Briefer Course* XIII.

James: *Talks* X, XI.

Pyle: XIV.

Seashore: XIII.

Thorndike: VI.

3. The nervous system.

Betts: III.

Colvin and Bagley: VII.

James: *Briefer Course* VII-IX.

Seashore: XVI (Reaction time).

4. Sensation and perception.

Betts: VI.

Colgrove: 222-225; 242-245.

Colvin and Bagley: XII, XIII.

James: *Briefer Course* II, V, VI, XX.

James: *Talks* XIV.

Kirkpatrick: 256-259.

Seashore: I-VIII; XII (Apperception) XIV (Illusions).

Thorndike: IV, V.

5. Imagination.

Betts: IX.

Colgrove: 226-227.

Colvin and Bagley: XIV.

James: *Briefer Course* XIX.

Kirkpatrick: 259-268.

6. Kinds of mental imagery.

The purpose of a study of this topic is to emphasize the need of resourcefulness, and the use of varied stimuli in presentation. It is not necessary to assume the existence of distinct or fixed types of mental imagery. In addition to the books listed below, consult references on the use of illustrative material in the recitation.

Betts: VII.

Colvin and Bagley: 231-235.

Seashore: IX.

Thorndike: IX.

7. Thinking and reasoning.

Betts: X.

Colgrove: 248-250.

Colvin and Bagley: XVIII.

James: *Briefer Course* XIV, XV, XXII.

Kirkpatrick: 271-285.

8. The feelings. Emotions.

Betts: XII, XIV.

Colvin and Bagley: V, VI.

James: *Briefer Course* XXIV.

Thorndike: X.

9. Instinct and its educational significance.

The "natural" differences between children of the same age and at different ages, and necessary variations in treatment by teachers because of these individual differences.

Bagley: X.

Betts: XI.

Colvin and Bagley: III, VIII, IX, X.

James: *Briefer Course* XXV.

James: *Talks* V, VI, VII.

Kirkpatrick: 32-88; 129-145; 205-219; 221-245.

Pyle: IV. (See also excellent questions at end of following chapters.)

Thorndike: II, III, XIV.

10. Habit and the laws of habit formation.

Bagley: I.

Betts: IV, V.

Colgrove: XXII, XXIII.

Colvin and Bagley: XI.

James: *Briefer Course* X.

James: *Talks* VIII.

Pyle: X, XI.

Thorndike: XII, and pp. 222-228.

11. Memory.

Betts: VIII.

Colgrove: 225-226.

Colvin and Bagley: XV.

James: *Briefer Course* XVIII.

James: *Talks* XII.

Kirkpatrick: 268-271.

Thorndike: VII.

Seashore: XI.

12. Association.

Betts: 114-116.

Colvin and Bagley: XVI.

James: *Briefer Course* XVI.

James: *Talks* IX.

Thorndike: 86-99.

Seashore: X.

13. Economy in learning.

Betts: 120-127.

Colvin and Bagley: XVII.

Pyle: 193-197.

14. Action and the will.

Betts: XV, XVI.

James: *Briefer Course* XXVI.

James: *Talks* XV.

Thorndike: XI.

II. The Body and Its Health.

Students should be familiar with the following topics: The blood, the passage of oxygen through the body, foods and digestion, absorption, cell activity, excretion, the skeleton and the muscular system. (See State Course of Study, pages 119-120.) Hygiene and the problems of sanitation rather than a knowledge of anatomy should receive emphasis. Personal cleanliness and neatness, sleep and exercise, and the effects of stimulants and narcotics, should be studied in addition to the topics below, for which references are given. Attention should be given to means of causing pupils to realize vividly the need of better sanitary conditions.

General references.

Arnold: *Waymarks for Teachers* 106-118.

Bagley: *Classroom Management* VI.

Burrage and Bailey: *School Sanitation and Decoration* II-V; IX, X.

Carney: *Country Life and the Country School* 206-229.

Colgrove: *The Teacher and the School* XIII.

Dresslar: *School Hygiene*.

Dutton: *School Management* IV, V.

Foght: *American Rural School* VII, XIV.

Kirkpatrick: *Fundamentals of Child Study* 321-332; 339-343.

Pyle: *Educational Psychology* 239-251.

Salisbury: *School Management* II-V.

Shaw: *School Hygiene*.

State Course of Study: 88; 90; 92; 97-101; 119-121.

State Superintendent: *School Improvement Bulletin*.

State Superintendent's Report 1912: 13-23; Appendix.

Strayer: *The Teaching Process* XIII.

Williams and Fisher: *Theory and Practice of Cookery*.
136-143.

1. School site and building.

Burrage and Bailey: I, II, XI.

Carney: 206-209; 340-346.

Dresslar: 20-41.

Dutton: 48-53.

Foght: 116-133.

Salisbury: 14-20.

Shaw: 30-35; 58-64.

State Course of Study: 97.

State Superintendent's Report 1912: Appendix.

State Superintendent: *School Improvement Bulletin* 6-18.

2. Ventilation and heating.

Sources of impurities in schoolroom air; results of poor ventilation and means of detecting need of change in air; amount of air-space and air needed; humidity; draughts; ventilating systems, windows and doors, and changing air during recess; heating by direct and by indirect radiation; heating and ventilating systems for one-room schools; stoves and furnaces; the problem of having the schoolroom comfortable at opening time during the coldest weather.

Burrage and Bailey: III.

Carney: 210-214.

Dresslar: 132-152 (Ventilation); 181-189 (Heating);
194-202 (Humidity).

Dutton: 57-63.

Salisbury: III.

Shaw: 65-79; 84-109.

State Superintendent: *School Improvement Bulletin* 31-36.

3. Lighting the schoolroom.

Amount and direction of light, shades, color of walls, the blackboard in relation to light.

Burrage and Bailey: 54-59; 86-91.

Carney: 214-216.

Colgrove: 193-195.

Dresslar: 53-62; 65-74; 80.

Dutton: 54-55.

Shaw: 1-26.

4. Structure and hygiene of the eye.

Structure and function of important parts of the eye; eye diseases and defects found among school children; simple eye tests; reading with book in wrong position or in bad light; glazed paper or blackboard, dim or fine print, colored crayon or pencil in relation to eyesight.

Bagley: 85.

Burrage and Bailey: X.

Dresslar: 221-245.

James: *Briefer Course* III. (Especially 28-36.)

Kirkpatrick: 341-343.

Salisbury: 58-63.

Shaw: 170-195.

State Course of Study: 121. (Eighth year.)

5. Seating and posture.

Single, double, adjustable seats; arrangement with regard to light, size of pupils, convenience in teaching; seating the child with abnormal eyesight or hearing; position in studying, writing, or standing.

Bagley: 81-85.

Burrage and Bailey: 73-78.

Carney: 219-220.

Dresslar: 82-97.

Salisbury: 24-25.

Shaw: 135-165.

State Course of Study: 98.

School Improvement Bulletin: 30.

6. Structure and hygiene of the ear.

Dresslar: 247-249.

James: *Briefer Course* 47-59.

Kirkpatrick: 339-341.

Salisbury: 56-58.

Shaw: 195-199.

State Course of Study: 121.

7. Fatigue.
 - Bagley: 56-58; 86.
 - Dresslar: 274-284.
 - Kirkpatrick: 321-332.
 - Pyle: 239-251.
 - Shaw: 227-234.
8. Diseases, their recognition, and their prevention.
 - Burrage and Bailey; IX.
 - Dresslar: 313-322; 336-343.
 - Foght: 282-301; 351-352.
 - Salisbury: 49-53.
 - School Law: 10786, 10806. (Instruction in hygiene required.)
 - Shaw: 235-252.
 - State Course of Study: 98-100.
 - State Superintendent's Report 1912: 13-18.
9. Sanitation and care of schoolroom and outbuildings.
 - Burrage and Bailey: IV.
 - Carney: 221-223.
 - Dresslar: 344-347; 359-363.
 - Dutton: 64-70.
 - School Law: 10784.
 - Shaw: 111-116; 118-127.
 - State Superintendent's Report 1912: 18-25.
10. Drinking water, cups, and fountains.
 - Burrage and Bailey: 80-82.
 - Dresslar: 103-116.
 - School Improvement Bulletin: 44-48.
 - Shaw: 116-118.

COURSE TWO-B—SCHOOL MANAGEMENT AND ADMINISTRATION.

In addition to the usual problems of schoolroom management, the relation of the teacher and school to the community and state and a brief survey of rural life problems have been included in this course. It is not necessary in every case to follow the order suggested in the outline. References are to the books recommended for all teacher-training schools and so designated in the list at the close of this syllabus. Chapters are indicated by Roman notation and pages by Arabic characters.

I. The School Equipment and Its Use.

1. Care and improvement of the school grounds.
Carney: 223-229.
Foght: 154-165; 165-178 (tree planting).
Kern: III.
School Improvement Bulletin: 5.
School Law: 10801 (Arbor Day).
Wray: XX.
2. The school garden.
Foght: 179-203.
Hodge: 121-138.
Holtz: 258-298.
Kern: IV.
State Course of Study: 101-103.
3. The playground and games.
Need and value of play; suitable games and games to be discouraged; the teacher's place at recess. Members of the class should understand several children's games and be able to explain and initiate them where they are not known.
Bagley: 86-88.
Dresslar: 6-19.
Dutton: 136-137; 189-192.
Johnson: Part Two. (Especially 94-200.)
Kirkpatrick: 147-164.
State Course of Study: 162-163.
4. Decoration and improvement of schoolroom.
Burrage and Bailey: VII, VIII, XII.
Carney: 216-219.
Colgrove: 202-203.
Dutton: 223-224.
Foght: 141-153.
Kern: V.
Salisbury: 26-29.
School Law: 4615.
5. The blackboard and its use.
Dresslar: 41-49.
Perry: 161-176.
Salisbury: 23-24.
Wray: 32-42.

6. Library, dictionaries and reference books.
 - Briggs and Coffman: XVII. (Dictionary.)
 - Colgrove: 203-205.
 - Foght: 254-265.
 - Kern: 116-117.
 - School Law: 10885; 8184-8186.
 - Sherman and Reed: XIII. (Dictionary.)
 - State Course of Study: 168-190. (Law and list of books with suggestions.)
7. Maps, charts, globes, pictures, and other equipment.
 - Carney: 350-358; 372-373.
 - Charters: *Methods of Teaching* 366-371.
 - Colgrove: 200-201.
 - Holtz: 36-46.
 - Perry: 177-184. (School museum.)
 - State Course of Study: 57; 64; 114.
 - Sutherland: XX; 204-208.

II. The Teacher.

1. Qualifications.
 - Bagley: XVIII.
 - Colgrove: 3-29; 34-67.
 - Dutton: II.
 - Griggs: 188-198.
 - Salisbury: VI.
 - State Superintendent's Report 1912: 225-228.
2. Duties and relationships in the community.

The teacher's relation to the school board, the county superintendent and other school officers, the teacher who precedes and the one who follows, to parents and children are some of the topics to be studied and discussed.

 - Bagley: XVI, XVII.
 - Carney: IX.
 - Gilbert: 80-95.
 - Page: XII, XV.
 - Salisbury: VII, VIII.
 - Strayer: XVII.
3. Teacher improvement.

Summer schools, teachers' meetings and associations, reading circles, travel, general and professional reading, visiting good schools, self-examination and criticism.

 - Colgrove: 29-33.

Dutton: III.
Foght: 75-76.
Gilbert: 106-121.
School Law: 10934 (Associations.)

III. School Management and Administration.

1. Organization of the school.

Preparations for beginning, and the first day of school.

Bagley: 20-29.

Colgrove: X.

Salisbury: IX.

Wray: 13-31.

2. The daily program.

Arrangement of recitation and study periods, including general or "opening" exercises, their purpose, value, and forms adapted to one-room school conditions.

Arnold: 247-252.

Bagley: 50-70.

Carney: 358-360.

Colgrove: 176-188.

Dutton: 124-133; 137-139.

Salisbury: X.

State Course of Study: 6-9.

3. School government.

A general study of the purpose, nature and conditions of school discipline. School punishments and pupil self-government.

Arnold: 262-274.

Bagley: 36-47; 92-136; 290-298 (Pupil self-government).

Colgrove: XXIV.

Colvin and Bagley: 153-156.

Dutton: 86-97.

Gilbert: 23-40.

Griggs: XV, XVI.

Page: X.

Salisbury: XIV.

School Law: 10785. (Rules.)

Scott: 43-77; 102-130.

Wray: 53-82; 130-141; 183-193.

4. Incentives.

Bagley: 158-187.

Colgrove: 384-390.

Dutton: 98-110.

Page: IX.

Salisbury: 107-117.

5. The recitation.

The purpose of the recitation as viewed by teacher and pupil, the need and nature of preparation, the assignment, the study period, questions and answers of teacher and pupil, the use of illustrative material and apparatus, common mistakes in the recitation and means of correcting them. For other references than those given here, see pages 39-40.

Bagley: 210-213.

Colgrove: XVII-XXI.

Dutton: 140-153.

Page: VII, VIII.

Salisbury: XV.

Strayer: 107-111.

6. Reviews and examinations.

The purpose of examinations, making the questions, grading the papers or estimating the value of oral answers, the examination as a means of determining class standing or advancement should be studied. The class should be given opportunity to grade several sets of papers of children in the grades. Begin with spelling or arithmetic and follow with such subjects as language, grammar, geography or history. Compare and discuss varying standards of students as shown by different ratings for the same work.

Bagley: 242-249.

Dutton: XIV.

Salisbury: 182-191.

State Course of Study: 10-12.

Strayer: 101-106.

7. Classification, gradation and promotion.

The advantages of class over individual instruction, considerations in determining the class to which a child should belong, and various plans of organization designed to harmonize the needs of the individual with those of the class.

Bagley: 214-224 (Batavia system).

Colgrove: XI.

Dutton: 77-85.

Gilbert: 41-50 (Types of children); 51-79.

8. Attendance, records, reports.

Legal and pedagogical necessity for regular attendance and means of securing it. Students should be required to compute average daily attendance and per cent of attendance. They should become familiar with the form of teachers' reports and reports to parents on pupils' work.

Bagley: 71-80.

State Course of Study: 12-14.

State Superintendent's Report 1912: 245-252.

School Law: Section—

10800 (School day, week, year).

10807 (Keeping a register).

10854 (What records to keep).

10861 (Monthly and term report).

10896-10905 (Compulsory law).

9. Administration and supervision.

Students should understand how Missouri schools are administered. State and county school authorities, town and country district school boards—how elected, and their more important powers and duties.

Dutton: 234-245.

Gilbert: 240-253.

School Law: Section—

10847-10850 (School directors; school board conventions, page 120).

10789 (Directors to visit school).

10929-10936 (County superintendent).

10951-10953 (Textbook commission).

10974 (State Board of Education).

10918, 10920, 10922 (State superintendent).

10. Important provisions of school law.

Sections not otherwise referred to in this course are listed here. In the main only the general features of these laws need be considered. Minute details are easily forgotten and a knowledge of important provisions, with the ability to find and interpret matters of detail, will prove of greater value. Students should be given practice in using the school law whenever a doubt concerning legal matters arises in class discussions.

- (a) The annual school meeting.
How the meeting is called, its organization, and important powers.
(School Law: 10844, 10845.)
- (b) Special meetings.
Why special meetings are provided for, how they are brought about, and their powers.
(School Law: 10799.)
- (c) Sale of cigarettes or liquor to students.
(School Law: 4734, 4735, 11132.)
- (d) Teacher's contract.
(School Law: 10787, 10788.)
- (e) Length of school term and securing state aid.
(School Law: 10846.)
- (f) Admission of nonresident pupils.
School Law: 10785.)
- (g) Laws concerning textbooks.
School Law: 10951-10973. Among the sections to be noted carefully are the following:
10960 (Adopted books to be used exclusively).
10967 (Provision for indigent children).
Pages 134-136 (Free textbooks).
- (h) Laws relating to teachers' certificates.
Students should not spend long with the details of this topic. The kinds of county certificates, the requirements for each, value, renewal, and revoking are among topics studied.
School Law: 10804, 10805 (Certificate required).
10939-10948 (Requirements; value, renewals, revoking).
State Superintendent's Report 1912: 342-353.
- (i) Teacher-Training Course Law.
School Law: 96-99.
See this syllabus—pages 5-7.

IV. Rural School Problems and Improvement.

1. Some rural school problems.
Cubberley: I.
Foght: 1-23.

2. How school money should be raised and apportioned.
Cubberley: 16-29.
Foght: 39-49.
Kern: XI.
School Law: 10822. (Apportionment of state funds.)
State Superintendent's Report 1912: 228-231.
State Superintendent's Report 1913: 145-154.
3. Forms of administration: District, township, county.
Cubberley: 30-38.
State Superintendent's Report 1913: 123-140.
4. Supervision.
Carney: XII.
Cubberley: 52-73.
Foght: 50-62.
5. Consolidation and transportation.
Carney: VIII.
Cubberley: 38-51.
Foght: 302-324.
Kern: XII.
School Law: Page 7; pages 89-94.
State Superintendent's Report 1913: 79-84.
6. Approved Rural Schools:
State Course of Study: 165-167.
State Superintendent's Report 1913: 55-66.
7. The school in relation to the home and community.
Carney: VII; IX; 229-251.
Colgrove: VI.
Dutton: 198-216.
Gilbert: 209-235.
Kern: VII, IX.
State Superintendent's Report 1913: 66-71 (State Fair exhibit).
8. Some rural economic and social problems.
Good roads, farmers' institutes, farm advisers, corn growing contests and clubs, the country church, changes in rural population and standards of living.
Carney: I-VI; XIII.
Carver: 25-28; 125-130; 200-202; 334-382.
Kern: I, II, VII.
State Course of Study: 121-123.
State Superintendent's Report 1913: 412-453.

COURSE THREE—METHOD AND OBSERVATION.

This course, given during the fourth high school year, deals with the teaching process through a study of general principles of method, and their application to method in the special subjects and observation. The work should be closely correlated with that of Course Two. It has seemed unnecessary to offer suggestions for a plan of study in all subjects, since the point of view remains the same, and students will have gained power to use the library to advantage; consequently section X, dealing with a number of branches, contains only lists of references.

I. General Principles.

1. The aim of education, the function of the school, and reasons for considering these topics; knowledge, mind training, culture, utility, moral character, social efficiency as aims.
 Bagley: 1-12.
 Charters: *Methods of Teaching* 9-25.
 Colgrove: 93-114; 206-216.
 Gilbert: 1-22; 131-145.
 Perry: 18-35.
 Pyle: I.
 Scott: 1-42.
 Strayer: 1-11.
2. The child as a factor in education.
 Differences between children and adults; between children of different ages; between children of the same age; between the same child at different ages; between the same child under different teachers or environments and in different moods. The importance for the teacher of knowing and studying these differences.
 Charters: *Methods of Teaching* 121-136.
 Colgrove: 39-52; 220; 236-238.
 Gilbert: 41-55.
 Kirkpatrick: 305-318; 346-357.
 Strayer: 12-31.
3. The course of study in relation to education.
 The content of the course of study—subject matter; logical or psychological arrangement; formal and content studies; correlation of studies; alternation as a means of gaining in efficiency.

Charters: *Methods of Teaching* 26-41; 208-223 (Psychological or logical).

Charters: *Teaching the Common Branches* 322-327.

Colgrove: 115-142.

Dutton: 111-118.

Holtz: 53-67 (Correlation illustrated in nature study).

Perry: 36-56.

State Course of Study: 72, 105-106, 115-117, 154 (Examples of correlation).

Strayer: 232-239.

Suzzallo: 38-41 (Logical and psychological in arithmetic).

4. Presenting subject matter. General terms.

The problem of motivation and interest; appreciation; inductive and deductive learning; observation and experiment, hypothesis, inference, verification.

Charters: *Methods of Teaching* 146-184; 314-321; 337-343.

Charters: *Teaching the Common Branches* 328-334.

Colgrove: 220-236; 242-253.

James: *Talks* V (Impression and Expression).

Kirkpatrick: 168-178.

Strayer: 174-178.

Sutherland: 145-149 (Induction and deduction related to geography).

5. Presenting subject matter—the lesson.

(a) The assignment.

Bagley: 192-206.

Charters: *Methods of Teaching* 396-414.

Charters: *Teaching the Common Branches* 342-345.

Colgrove: 269-271; 275-289.

Dutton: 151-153.

Sherman and Reed: 172-177 (Assignment in reading).

(b) Study.

Bagley: 206-210.

Colgrove: XX.

Dutton: 167-174.

Gilbert: 220-222 (Home Study).

Strayer: 86-100.

(c) Recitation.

(i) General phases.

Study of the needs of each pupil in preparation of lessons; social phases of recitation and responsibility of pupils to the class; distribution of teacher's questions and attention to individual pupils; questions asked by pupils; position, language, and attitude of pupil and teacher. (For other references see Course Two-B, "the recitation.") Arnold: 255-262.

Charters: *Teaching the Common Branches* 335-341.

Charters: *Methods of Teaching* 266-270.

Colgrove: 254-262; 339-345.

Dutton: 140-153.

Page: VII, VIII.

Scott: 20-21 (Responsibility to class).

Strayer: 107-113; 129-138.

(ii) Questioning.

Charters: *Methods of Teaching* 296-313.

Holtz: 29-32.

Page: 109-113.

Salisbury: 167-179.

Strayer: XI.

(iii) Use of illustrative material.

Charters: *Methods of Teaching* 365-373.

Dutton: 150-151.

Holtz: 33-52.

Sutherland: 192-216; 235-260.

(For further references see Course Two-B, "the blackboard and its uses," and "maps and other equipment.")

6. Presenting subject matter—types of lessons.

The purpose, proper use and limitations of each type; peculiar difficulties and means of making each effective. The following types are not to be considered co-ordinate or distinct in application: For example, a development lesson may use a textbook; textbook lessons have to be developed. In a given exercise several types of lessons may appear.

(a) Development lesson.

Development considered as the inductive way of learning as well as a form of lesson; use of development in appreciation lesson (art, music, literature); limitations and dangers in use of method.

Bagley: 197-202.

Charters: *Methods of Teaching* 270-276; 321-330.

Colgrove: 322-338.

Dutton: 161-166.

Strayer: 51-69; 78-85 (Appreciation lesson).

(b) Textbook lessons.

Bagley: 188-192.

Charters: *Methods of Teaching* 278-295.

Colgrove: 339-343.

Strayer: 108-110.

(c) Review lessons, and written lessons.

Charters: *Methods of Teaching* 355-364.

Dutton: 175-177.

Strayer: 101-106.

(d) Drill.

Charters: *Methods of Teaching* 374-378; 383-395.

Colgrove: 346-353.

Strayer: 41-50.

7. Lesson plans.

Preparation of assignments and practice in assigning work to the class; the length and unity of lessons as seen in observation lessons; formulation of questions, determining aim and points to be emphasized, the making of summaries.

Charters: *Methods of Teaching* 208-223; 430-434.

Dutton: Appendix.

McMurry: *Special Method in Reading* XIII.

Sherman and Reed: 164-171; 184-197 (Reading).

Strayer: XVI.

Sutherland: 149-159 (Geography).

II. Observation Lessons.

1. General suggestions.

The value gained from observation lessons depends upon the attitude of the observer. Looking for mistakes always finds them; expecting the remarkable or spectacular leads

to disappointment, for much of good classroom work is neither unusual nor exciting. Critical study with technical correctness of procedure in mind sometimes underestimates the value of appreciation and inspiration. The whole purpose of the teacher should be understood before a step is pronounced wrong. No method or device is of universal application and there are usually several right ways of presenting a topic, or unit of subject matter. No observation work should be done during the first month of school. When possible, students should know beforehand the content and general plan of the lesson to be taught in their presence. The teacher whose room is to be visited should also be informed of the intention of the class to visit at given class periods. The training teacher should accompany the class in order to conduct the discussion at the next class period. This discussion, when well managed, will emphasize strong as well as weak points in the presentation.

Local conditions need to be considered in determining the number and distribution of observation lessons. The required number, thirty, represents the minimum and a much greater number should usually be provided for. Most schools can arrange for some observation work in rural schools. It will prove helpful to choose a "demonstration" rural school when a good school is near and all parties are favorable to such a measure. Devote a majority of the lessons to the primary grades. The minimum number of observation lessons for each subject is as follows: Reading and spelling, five; language, composition and grammar, five; arithmetic, five; history and government, three; geography, physiology, agriculture and nature study, eight; writing, drawing and hand work, four. A good time for these lessons is when students are interested in studying the method of teaching the subject to be observed. The outline which follows is general and suggestive; many points will not apply to all lessons. Usually specific directions will need to be worked out for each class and lesson.

2. Outline for observation of lessons.

(a) Atmosphere and general attitude.

i. Attitude of pupils and teacher toward each other.

- ii. Interested or passive attitude toward the work.
 - iii. Poise, animation and alertness of teacher.
 - iv. Neatness of pupils and teacher.
 - v. Position of each in standing or sitting.
 - vi. Deportment of pupils.
 - vii. The teacher's voice, and ability to interest.
- (b) Children not in the class reciting.
- i. Idleness or industry; application; character of work being done—its value.
 - ii. Nature of written work.
 - iii. Confusion or noise caused by pupils not immediately under eye of the teacher.
 - iv. Interruptions of the teacher by pupils asking help.
- (c) General conditions external to the lesson.
- i. Temperature, ventilation, lighting, decoration of the room.
 - ii. Size, character, and arrangement of seats, and economy of seating for recitation purposes.
 - iii. Condition of blackboards, crayon trough and erasers, and floor.
- (d) The lesson and its preparation.
- i. What indication that the lesson is adapted in length and character to needs of the class?
 - ii. What evidence that pupils have studied; that the teacher has made preparation?
- (e) General plan of lesson.
- i. What is the aim?
 - ii. What evidence of a lesson plan? How is wandering prevented? How are summaries made?
 - iii. How is the relation to previous experience made clear?
 - iv. To what extent are exact details or general principles emphasized?
 - v. Which type of lesson is most in evidence?
 - vi. What use is made of the textbook?
 - vii. What proportion of the time is the teacher talking?
 - viii. What is the character of the teacher's explanations?
 - ix. Explain the attitude of children in the class while not reciting.
 - x. What interest do children show in learning? In talking?

- xi. To what extent and by what means are pupils held responsible for the work assigned?
- (f) Questions and answers.
 - i. Characterize the questions and answers as clear, vague, definite, suggestive, natural or bookish.
 - ii. What use does the teacher make of leading, alternating, direct, and textbook questions? Fact or thought questions?
 - iii. What indication that the general nature and form of questions have been planned?
 - iv. What order is followed in questioning members of the class?
 - v. Do the teacher's manner and attitude in questioning suggest that a well prepared lesson is expected or that faults and mistakes are being looked for? What effect has the attitude?
 - vi. How are questions distributed?
 - vii. How many questions are asked by pupils?
 - viii. What are the indications that pupils are thinking and are sure of their answers?
 - ix. Are answers spoken so as to be understood by all members of the class? How do you know?
 - x. Does the teacher repeat the answers of pupils? Why?
- (g) Attention to individual pupils.
 - i. What per cent of pupils take part? What attention does the teacher give to bright, slow, and dull pupils?
 - ii. How is individual help given? What is the effect upon members of the class who do not need help?
 - iii. What is done to help backward children in the power of expression?
 - iv. What, if any, are the indications that pupils are hampered by defects of vision, hearing, or speech?
- (h) Use of illustrative material.

What use is made of blackboard drawings, diagrams, charts, other graphical means, measures, and illustrative stories? What devices for holding interest through appeal to motor activity?
- (i) The assignment.
 - i. When and how is it made?
 - ii. How much time does it occupy?
 - iii. What specific directions are given? How many pupils know what is expected of them?

- iv. What motive has been supplied for doing the work assigned?

References on Observation Lessons.

- Bagley: 275-289.
 Gilbert: 122-125.
 Sherman and Reed: 164-183.
 Strayer: 224-231.

III. Reading.

1. Purpose.

- Arnold: 152-160.
 Charters: *Teaching the Common Branches* 104-113.
 State Course of Study: 14-15.

2. The story in primary reading.

All students should have practice in telling oral stories, and should be given opportunity to observe story telling in the primary grades.

(a) Purpose of story telling.

- Bryant: *How to Tell Stories* I.
 McMurry: *Special Method in Reading* I.

(b) How to tell stories.

- Bryant: *How to Tell Stories* 57-109.
 Bryant: *Stories to Tell* IX, XLVII, XXXVII-XLIII.
 Goldwasser: 93-107.

McMurry: *Special Method in Reading* II-V.

3. The first lessons.

The child's knowledge and interests on entering school; the problem of motivation; conversation and language lessons, and stories; association, habit, imitation, and drill in learning to read; learning of script and print.

- Arnold: 160-161; 170-176.
 Briggs and Coffman: 49-54.
 McMurry: *Special Method in Reading* VI.
 State Course of Study: 15-16.

4. Formal methods and devices.

Alphabet, phonic, word, sentence, combination methods with characteristics and advantages of each; charts, primers, "flash" cards, the blackboard and its use.

- Briggs and Coffman: 24-35; 70-78 (word-drills); 79-91 (phonics).
 Charters: *Teaching the Common Branches* 118-122.

Sherman and Reed: 83-95.

State Course of Study: 16, 17-18 (First year).

5. Incidental reading and the use of play.

Briggs and Coffman: 65-69.

Charters: *Methods of Teaching* 78.

Charters: *Teaching the Common Branches* 123-124.

Goldwasser: 6-29.

Johnson: 150-153; 201-203.

McMurry: *Special Method in Reading* 130-142.

Scott: 206-223.

6. Dramatization.

Briggs and Coffman: 92-104; 111-127; 233-237.

Bryant: *How to Tell Stories* 110-126.

Bryant: *Stories to Tell Children* XXXVII-XLIII.

Gilman and Williams: 113-127.

Sherman and Reed: 95-103.

Scott: 115-130; 146-150.

7. Oral and silent reading, sight reading, and concert reading.

Arnold: 164-167.

Briggs and Coffman: 55-67; 203-211; 199-202 (Sight reading).

Sherman and Reed: 121-127.

8. Assignment, study and seat work.

Arnold: 226-229.

Briggs and Coffman: 105-110; 212-232.

Charters: *Teaching the Common Branches* 137-138.

Gilman and Williams: 128-131.

McMurry: *Special Method in Reading* 248-251.

Sherman and Reed: 109-113 (Assignment).

State Course of Study: 18-19.

9. Teaching the use of the dictionary.

Briggs and Coffman: 173-185.

McMurry: *Special Method in Reading* 276-277.

Sherman and Reed: 138-147.

State Course of Study: 20; 22; 24.

10. The work of the first two grades.

This should be carefully studied as outlined in the State Course of Study, pp. 15-20. As far as possible students should be familiar with the literature recommended for these years.

References on Reading.

Arnold: *Waymarks for Teachers* III.

Briggs and Coffman: *Reading in Public Schools*.

- Charters: *Methods of Teaching* 71-78; 253-255.
Charters: *Teaching the Common Branches* V.
Clark: *How to Teach Reading*.
Gilman and Williams: *Seat Work and Industrial Occupation* 113-133.
Goldwasser: *Method and Methods in Teaching English* 1-40.
Johnson: *Education by Plays and Games* 150-154; 201-203.
McMurry: *Special Method in Reading*.
Scott: *Social Education* 206-223.
Sherman and Reed: *Essentials of Teaching Reading*.
State Course of Study: 14-29.
Strayer: *The Teaching Process* XVI (Lesson Plans).
Wray: *Jean Mitchell's School* 43-52.

IV. Spelling.

1. The purpose of spelling.

Charters: *Teaching the Common Branches*, 1-5.

State Course of Study: 29.

2. Content of spelling.

A good way to select words for spelling lessons is to choose for each pupil the words he misspells in his written work. So far as possible pupils should be excused from studying words which they never fail to spell correctly. When a misspelled word is found, the attempt should be made to discover *why* the error was made. It will often be found that certain pupils repeatedly make the same type of mistake. It will also be discovered that the same words are the difficult ones for the majority of the class. When the troublesome word has been found, and the reason for the mistake discovered, the best means of helping the pupil has been suggested. To illustrate, "government" is often misspelled, probably because of poor pronunciation; "quantity" is misspelled for the same reason or because of confusion with "quality." Lists of incorrectly spelled words should not be placed before pupils, but the teacher can well afford to study the mistakes made by pupils, and vary the method and the content of the lesson to suit each individual case.

The class should correct and grade spelling papers and some of the other written exercises of several grade rooms during a number of weeks. Certain mistakes will be found to recur frequently. Discuss the reasons for these and plans for avoiding or correcting the mistakes.

3. Method and devices.

- i. Length of lessons.
- ii. Pronunciation, syllabication, diacritical markings.
- iii. Rules for spelling (Very few).
- iv. Spelling reform (Charters: *Teaching Common Branches I*).
- v. Oral and written spelling lessons and the importance of appealing to visual, auditory and motor perception.
- vi. Phonics, dictation, drills (State Course of Study 31-36).
- vii. Correcting mistakes.
- viii. Correlation and incidental teaching. (State Course of Study 31).
- ix. The value of spelling matches and contests.

References on spelling.

Arnold: *Waymarks for Teachers* 177-186.

Bagley: *Classroom Management* 238-242.

Goldwasser: *Method and Methods in Teaching English* 119-130.

Charters: *Teaching the Common Branches I*.

State Course of Study: 29-36.

V. Writing.

Purpose; standards of writing, Thorndike tests; various "movements" in writing; cramped writing and other problems of beginners; copies, copy-books, blackboard models and copies; application of the habit law in making specific correction and improvements; self criticism and development of good writing ideals by pupils; neatness and form in blackboard exercises; attention to penmanship and correct form in all written work. Students should study and correct written work from the lower grades.

Bagley: 47-49; 83-84; 232-235; 301-315.

Charters: *Teaching the Common Branches II*.

State Course of Study: 125-126.

VI. Language, Composition and Grammar.

1. Purpose of language, composition, grammar.

Arnold: 119-123.

Charters: *Methods of Teaching* 63-70.

Charters: *Teaching the Common Branches* 44-47; 73-77.

State Course of Study: 36, 47.

2. Method and device.

(a) Nature and extent of the child's vocabulary when he enters school and how acquired; importance of imitation, association and habit in language and composition; incorrect expressions and *how* to correct habitual errors; memorizing as a means of fixing proper language forms and combinations.

(b) Lack of motivation as a cause for dislike of composition writing, and means of furnishing motive; value of telling *real* experience to appreciative listeners, and writing *real* descriptions and letters; the use of excursions, field trips, dramatization and picture study in teaching.

(c) The importance of requiring correct language in all oral exercises, and neatness and correct form in all written material; the amount of written work required; marking errors on written lessons.

Arnold: 32-77 (Suggested lessons); 123-151.

Bagley: 235-236.

Charters: *Teaching the Common Branches* III.

Kirkpatrick: XIII.

Goldwasser: 227-241; 253-260.

Scott: *Social Education* 103-114; 227-236.

Strayer: *The Teaching Process* XVI (Lesson Plans).

3. Correlation of language and composition with other subjects; examples of specific correlations (State Course of Study 105).

4. Course of study by grades.

Chief attention should be placed upon the work of the first three years. As far as possible students should become familiar with the literature recommended for these grades. Devote a number of observation lessons to language in the primary grades. The class should study the written language work of the lower grades and correct many set of papers.

Goldwasser: 141-226.

State Course of Study: 36-43.

References on Grammar and Language.

- Arnold: *Waymarks for Teachers* 32-77; 118-151.
 Charters: *Methods of Teaching* 63-70.
 Charters: *Teaching the Common Branches* III, IV.
 Goldwasser: *Method and Methods in Teaching English* 198-241.
 Kirkpatrick: *Fundamentals of Child Study* XIII.
 Perry: *Problems of Elementary School* 89-117.
 Scott: *Social Education* VI, VII, IX.
 State Course of Study: 36-51.
 Strayer: *The Teaching Process* XVI; 267-272.

VII. Geography.

1. Purpose of geography.
 - Charters: *Methods of Teaching* 74-77.
 - Charters: *Teaching the Common Branches* 216-218.
 - Dodge and Kirchwey: 7-14.
 - Sutherland: VI.
2. What the course should include.
 - Dodge and Kirchwey: 18-27.
 - State Course of Study: 64.
 - Sutherland III.
3. Method and devices.
 - Home geography; correlations of geography; study of types; comparative studies, and other method problems.
 - Charters: *Teaching the Common Branches* 222-238.
 - Dodge and Kirchwey: 26-86; 98-109.
 - Sutherland: IV, V, X, XI, XIV, XV.
4. Illustrative material.
 - Use of the blackboard; physical, political, relief, outline, dissected, product and weather maps; the sand table; pictures and post cards; globes; museum and collections. The class should plan and make geography excursions. When practicable members of the class should accompany and assist grade teachers in field trips.
 - Carney: 350-352.
 - Charters: *Teaching the Common Branches* 232-237.
 - Dodge and Kirchwey: 86-92; 111-116; 126-152; 217-231.
 - Sutherland: XVII, XVIII, XIX.
5. Course of study by grades.
 - Give special attention to the work of the first four years.
 - State Course of Study: 64-72.

References on Teaching of Geography.

- Arnold: *Waymarks for Teachers* V.
 Carney: *Country Life and the Country School* 350-352.
 Charters: *Methods of Teaching* 74-77.
 Charters: *Teaching the Common Branches* IX.
 Dodge and Kirchwey: *The Teaching of Geography*.
 Holtz: *Nature Study* 54-57 (Correlation).
 Johnson: *Education by Plays and Games* 147-149.
 Strayer: *The Teaching Process* XVI (Lesson Plans)
 281-297.
 Sutherland: *The Teaching of Geography*.
 State Course of Study: 64-72.

VIII. Arithmetic.

1. Purpose of Arithmetic.

Charters: *Teaching the Common Branches* 273-274.
 Smith: II.
 State Course of Study: 51.
 Suzzallo: 9-17.
2. What the course should include.

Brown and Coffman: 115-122.
 Charters: 274-277.
 Smith: III, VIII.
 Wray: 114-118.
3. Method and Devices in Primary Arithmetic.

(a) The first work should consist of comparing, measuring, and counting. The number idea must begin with concrete material and activities of the child's daily experience. Much can be accomplished by incidental teaching and correlation with other subjects.
 Charters: *Methods of Teaching* 261-264.
 Gilman and Williams: 42-59.
 Smith: VI, XI, 95.
 State Course of Study: 54-55.
 Suzzallo: 26-31; 42-52.

(b) Much drill is needed to give mastery of the elementary combinations and the multiplication table. The aim of the mechanical work of the early grades is to make these processes automatic. Drill becomes inefficient when, through monotonous repetition, it ceases to hold attention. Play, contests, number puzzles, and other devices for holding interest should be used.

Arnold: 229-232.

Bagley: 236-238.

Brown and Coffman: 92-109; 137-142.

Charters: *Teaching the Common Branches* 290-295.

Johnson: 140-145.

Perry: VI (Devices):

Smith: 96-101; XIV.

State Course of Study: 56 (Second year).

Suzzallo: 69-82.

- (c) Along with drill in mechanical phases of arithmetic children should understand the reason for each step taken. But too early insistence upon full analysis and too much attention to the form of solutions should be avoided.

Brown and Coffman: 82-91.

Charters: 285-289.

Smith: VIII, IX.

Suzzallo: 89-95.

4. The arithmetic course by years.

Chief emphasis in this class should be placed upon the work of the first three years. A number of observation lessons should be devoted to the primary grades. Students should become familiar with the written arithmetic work of the lower grades. Where it is practicable, members of the class will be helped by giving individual instruction to grade children who are backward in arithmetic.

Brown and Coffman: 148-170.

Smith: XV-XVIII.

For other material upon the teaching of arithmetic consult general suggestions for Arithmetic in Course One, and the State Course of Study pages 51-54.

References on the Teaching of Arithmetic.

Arnold: *Waymarks for Teachers* 204-217 (Number work).

Bagley: *Classroom Management* 299-315.

Brown and Coffman: *How to Teach Arithmetic*.

Charters: *Teaching the Common Branches* XII.

Gilman and Williams: *Seat Work and Industrial Occupation* 42-59.

Johnson: *Education by Plays and Games* 140-145.

Perry: *Problems of the Elementary School* VI (Devices).

Scott: *Social Education* VIII (Group work).

Strayer: *The Teaching Process* XVI (Lesson Plans) 272-281 (Outline).

Smith: *The Teaching of Arithmetic*.

State Course of Study: 51-54 (General); 54-58 (Primary).

Suzzallo: *The Teaching of Primary Arithmetic*.

IX. History and Civics.

1. Purpose.

Charters: *Method of Teaching* 72-74.

Charters: *Teaching the Common Branches* 240-243; 266-268.

Strayer: 301-302.

2. Method and course of study.

The important and typical to be studied; stories, biography of heroes and leaders and oral biographical treatment in primary and intermediate grades; history in connection with holidays and "special day" exercises; study of civics by means of current and recent well known events; use of clippings, magazines, and newspapers; correlation with literature, geography and hand work; relative attention to memory and thinking; studying with pupils and helping them to study; formulation of problems and study questions; debates; questions prepared by pupils; outlines and use of note book; the necessity of definite page references; relative importance of causes and results, and events; the use of objects, relics, pictures, scrap books, photographs, the blackboard, and construction work in teaching history.

3. The course of study by years.

So far as possible students should become familiar with the books recommended in the State Course of Study, pages 72-77, and understand the general plan of the course with its correlations.

References on History and Civics.

Charters: *Methods of Teaching* 72-74.

Charters: *Teaching the Common Branches* X, XI.

Committee of Eight: *The Study of History* 92-116 (Method) 1-92 (Course).

Dodge and Kirchwey: 103-106.

Griggs: *Moral Education* 225-235.

McMurry: *Special Method in History*.

Perry: *Problems of the Elementary School* 118-121.

State Course of Study: 72-80; 155-156 (Constructive work).

Strayer: *Teaching Process* XVI (Lesson plans); 298-311.

Sutherland: *The Teaching of Geography* V.

X. References on Other Subjects.

1. Physiology.

Arnold: *Waymarks for Teachers* 106-115.

Charters: *Teaching the Common Branches* XIII.

State Course of Study: 96-101; 119-121.

(Consult also references suggested in Course Two.)

2. Agriculture and Nature Study.

Arnold: *Waymarks for Teachers* 9-30; 48-54; 65-72.

Charters: *Teaching the Common Branches* XIV.

Hodge: *Nature Study and Life*.

Holtz: *Nature Study*.

McMurry: *Nature Study for Primary Grades*.

State Course of Study: 81-96; 101-119.

Strayer: *The Teaching Process* 195-197, 218-221 (Lesson Plans).

Wray: *Jean Mitchell's School* XV, XVI.

(Consult also references on school gardens in Course Two).

3. Primary Hand Work, Manual and Household Art.

Arnold: *Waymarks for Teachers* 232-235.

Charters: *Teaching the Common Branches* VIII.

Gilman and Williams: *Seat Work and Industrial Occupation* (Primary Grades).

Kern: *Among Country Schools* XIV (Manual Training).

Park: *Educational Woodworking for Home and School* 1-18; 23-29; 55-72; 83-85; 129-146.

Scott: *Social Education* X.

State Course of Study: 151-157; 158-162 (Manual Training and Household Arts).

Williams and Fisher: *Elements of the Theory and Practice of Cookery* 33-39; 42-56.

4. Drawing and Music.

Briggs and Coffman: 120-127.

Charters: *Teaching the Common Branches* VI; VII (Music).

Gilman and Williams: 46-38; 69-79; 85.

Scott: *Social Education* XI.

State Course of Study: 123-124; 127-145.

5. Morals and manners.

Arnold: 237-244.

Griggs: *Moral Education* I-XV; XVIII-XIX.

Kirkpatrick: XI.

Perry: 65-73.

Pyle: XII.

Salisbury: XII, XIII.

State Course of Study: 163-165.

Strayer: 145-156.

LIBRARY LIST.

LIBRARY.

Every teacher-training high school is required to have a professional library valued at not less than seventy-five dollars. Forty books, not counting duplicates nor those used as texts, must be selected from the volumes marked "*" in the list below. Those marked "***" are suitable for use as textbooks. After the books thus especially designated have been purchased, others on the list may be chosen.

In schools having large classes duplicate copies of books most in use will be found necessary. Supplementary and reference works named in the State Course of Study and standard texts in the review subjects should be added when their need becomes evident.

The library for teacher-training work should be in the room where the teacher-training classes meet. When this is not practicable, it should at least be possible for students to secure reference books at any time, and the books should be at hand for use in class exercises and discussions.

	List Price.	Dist. Price.
Adler: <i>The Moral Instruction of Children</i> . Appleton.....	\$1.50	\$1.15
Problem of moral training in relation to the school and its activities.		
Allen: <i>Civics and Health</i> . Ginn.....	1.25	1.08
Industrial and agricultural hygiene and vital statistics are among the important topics treated. Tuberculosis and out-door life discussed.		
Arnold: <i>Reading, How to Teach It</i> . Silver-Burdett.....	1.00	.86
Brief discussion of reading and language in earlier grades.		
*Arnold: <i>Waymarks for Teachers</i> . Silver-Burdett.....	1.25	1.13
Suggestive lessons upon animals, plants, the human body. All primary and intermediate subjects are treated. Devices for seat work.		
*Bagley: <i>Classroom Management</i> . Macmillan.....	1.25	1.10
Problems of management discussed from viewpoint of grade teacher. Daily program, attendance, government, school incentives, recitation, disposition of the teacher's time, the ethics of schoolcraft are subjects treated.		
Bagley: <i>Educative Process</i> . Macmillan.....	1.25	1.09
The aim of education, apperception, attention, formal discipline, ideals, inductive and deductive teaching, study, drill, and examinations are among the subjects treated.		
Barnes: <i>Studies in Historical Method</i> . Heath.....	.90	.79
The history sense in young children, local, and contemporary history are among subjects discussed.		
Bates: <i>Talks on the Study of Literature</i> . Houghton.....	1.35	1.04
Good suggestions for appreciation of literature.		

	List Price.	Dist. Price.
Bender: <i>The Teacher at Work</i> . Flanagan.....	.75	.93
Brief treatment of common school branches and most of the problems of management.		
**Betts: <i>The Mind and Its Education</i> . Appleton.....	1.25	1.10
A good text in psychology. Problem questions at close of each chapter.		
Betts: <i>New Ideals in Rural Schools</i> . Houghton, Mifflin Co.....	.60	.53
The shortcomings of rural schools; the need of reorganization, more liberal financial support, and the removal of supervision from political influence; the curriculum.		
Betts and Hall: <i>Better Rural Schools</i> . Bobbs Merrill.....	1.25	1.10
Good illustrations, statistics graphically presented; consolidation fully discussed; administration and externals rather than teaching receive attention. General rather than specific.		
*Briggs and Coffman: <i>Reading in Public Schools</i> . Row, Peterson.....	1.25	1.12
Oral and silent reading, word drills, phonics, dramatization, memorizing, articulation, the use of pictures, the dictionary and assignments are considered.		
Brigham: <i>Geographic Influences in American History</i> . Ginn.....	1.25	1.11
All sections of the United States discussed. Historical as much as geographical.		
*Brown and Coffman: <i>How to Teach Arithmetic</i> . Row, Peterson and Co..	1.25	1.10
A method book with suggestions for the work of all grades. Topical treatment of subjects usually taught in arithmetic course.		
*Bryant: <i>How to Tell Stories to Children</i> . Houghton.....	1.00	.77
Contains a list of stories and tells how to interest children in them.		
*Bryant: <i>Stories to Tell Children</i> . Houghton.....	1.00	.77
Fifty-one stories with suggestions for their use.		
*Burrage and Bailey: <i>School Sanitation and Decoration</i> . Heath.....	1.50	1.13
All the usual topics of school hygiene, school furnishings and school-room decoration discussed. Good illustrations.		
*Carney: <i>Country Life and the Country School</i> . Row, Peterson.....	1.25	1.13
A study of country problems—the church, the grange, farmers institutes, and roads; consolidation of schools, better plans of administration and supervision, and school equipment. Excellent list of helps for the teacher and supplies for the school with addresses of dealers and publishers. Illustrated.		
Carpenter, Baker and Scott: <i>The Teaching of English</i> . Longmans.....	1.50	1.29
A standard work on the teaching of language, composition, grammar, literature, and high school English.		
*Carver: <i>The Principles of Rural Economics</i> . Ginn.....	1.30	1.14
Discussion of the historical development of modern agricultural conditions, present economic status of agriculture, and problems of rural social life.		
Chamberlain: <i>Standards in Education</i> . American Book Co.....	1.00	.88
Among topics discussed are the aim of education, the elementary curriculum, ethical training, study, the recitation, and professional growth of the teacher. Good questions for discussion at the end of each chapter.		
*Charters: <i>Methods of Teaching</i> . (New Edition.) Row, Peterson.....	1.25	1.10
Functional viewpoint. Motivation, the use of illustrations, forms of instruction, textbooks, questioning, inductive and deductive lessons, assignments, and lesson plans are among the topics which receive attention. Excellent problem questions at end of each chapter.		
**Charters: <i>Teaching the Common Branches</i> . Houghton, Mifflin.....	1.35	1.18
A good text for special method and observation. The functional viewpoint is applied to each of the common branches. Chapters on study, the assignment, the recitation, and motives.		

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Chubb: <i>The Teaching of English</i> . Macmillan.....	1.00	.89
Language, composition, grammar and literature considered in relation to elementary and high schools.		
Clark: <i>Systematic Moral Education</i> . A. S. Barnes.....	1.00	.88
Direct and indirect methods presented. Outlines for lessons.		
**Clark: <i>How to Teach Reading in the Public Schools</i> . Scott, Foresman..	1.00	.86
A standard work for reading in intermediate and grammar grades. Good devices and a number of literary selections for practice, with suggestions.		
**Colgrove: <i>The Teacher and the School</i> . Scribners.....	1.25	1.10
Practical treatment of the usual topics of school management.		
**Colvin and Bagley: <i>Human Behavior</i> . Macmillan.....	1.00	.90
A good text in psychology. Problem questions at close of each chapter.		
*Committee of Eight: <i>The Study of History in the Elementary Schools</i> . Scribners .	.50	.45
Outline of course for grades one to eight, inclusive. Suggestions from foreign courses.		
Cooley: <i>Language Teaching in the Grades</i> . Houghton, Mifflin Co.....	.35	.32
Use of literature in language teaching; correlation; co-operation in lessons; training for habitual use of correct forms.		
Coulter and Patterson: <i>Practical Nature Study</i> . Appleton.....	1.35	1.18
Purpose of nature study, and a systematic course by grades and seasons with suggestions for teaching.		
Cronson: <i>Pupil Self Government</i> . Macmillan.....	.90	.79
Describes plan for pupil government and conditions required for its success.		
*Cubberley: <i>The Improvement of Rural Schools</i> . Houghton.....	.35	.31
Excellent treatment of problems of rural education from the financial and administrative viewpoints.		
Cubberley: <i>Rural Life and Education</i> . Houghton, Mifflin Co.....	1.50	1.31
Historical introduction to present rural conditions; present needs of rural communities; rural school organization, maintenance and equipment; the new type of rural teacher and course of study. Well illustrated and well written.		
Culter and Stone: <i>The Rural School</i> . Silver, Burdett.....	1.10	.98
Brief treatment of management and method problems. Good suggestions for the teaching of reading, language, drawing. Good illustrations.		
Davenport: <i>Education for Efficiency</i> . Heath.....	1.00	.77
Discussion of industrial education, the culture aim, and the teaching of agriculture.		
Dewey: <i>How We Think</i> . Heath.....	1.00	.86
Correct thinking, induction and deduction, experiment, definition and classification, concept with similar topics are discussed in relation to school exercises.		
*Dodge and Kirchwey: <i>The Teaching of Geography in Elementary Grades</i> . Rand-McNally	1.00	.87
A fairly specific treatment of the vital problems of the geography teacher.		
Dopp: <i>The Place of Industries in Elementary Education</i> . University of Chicago Press	1.00	.86
General treatment with practical applications and suggestions for teachers without equipment for teaching.		

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*Dresslar: <i>School Hygiene</i> . Macmillan Co.....	1.25	1.12
A modern treatment of the usual topics, with good illustrations. Play and playgrounds, drinking cups and fountains, stuttering, hygiene of instruction, medical inspection of school children, hygiene of school utensils and books, disinfectants are the subjects of chapters not found in some of the older books.		
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Farnsworth: <i>Education Through Music</i> . American Book Co.....	1.00	.87
Value of music in life outlined. A course for the eight grades described.		
*Foght: <i>The American Rural School</i> . Macmillan.....	1.25	1.11
Organization, supervision, equipment and teacher discussed. Chapters on school garden, agriculture, library, hygiene and physical education, and consolidation.		
*Gilbert: <i>The School and Its Life</i> . Silver, Burdett.....	1.25	1.10
Written from city school viewpoint. Good treatment of teachers' meetings, gradation and classification, and relation of home and school.		
*Gilman and Williams: <i>Seatwork and Industrial Occupation</i> . Macmillan..	.50	.46
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*Goldwasser: <i>Method and Methods in the Teaching of English</i> . D. C. Heath & Co.....	1.00	.83
Primary reading, phonic devices, correction of speech defects, reading to a class, study of masterpieces, memory gems, oral stories, spelling devices, study of models in composition, correction of errors.		
Goodwin: <i>Course in Sewing</i> . Frank D. Beattys and Co.....	1.70	1.53
Three volumes with suggestions for simple sewing work.		
*Griggs: <i>Moral Education</i> . Huebsch.....	1.60	1.30
Direct and indirect methods of moral training discussed.		
Haliburton and Smith: <i>Teaching Poetry in the Grades</i> . Houghton.....	.60	.52
Suggestive lessons for grades one to eight.		
Hinsdale: <i>The Art of Study</i> . American Book Co.....	1.00	.88
Contains good suggestions upon study and teaching.		
Hinsdale: <i>How to Study and Teach History</i> . Appleton.....	1.50	1.15
Little systematic presentation but many good suggestions given in a readable way.		
*Hodge: <i>Nature Study and Life</i> . Ginn.....	1.50	1.32
Practical treatment of nature topics related to the child's environment. Inspirational and suggestive.		
*Holtz: <i>Nature Study</i> . Scribners.....	1.50	1.30
Outline of the subject, including a great variety of topics. A chapter upon the school garden, and a course of study are included.		
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A standard book on psychology and mechanics of the reading process. Good chapters on primary methods, reading textbooks, and hygiene of reading.		
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*James: <i>Talks to Teachers on Psychology and Life's Ideals</i> . Henry Holt. The usual topics in elementary psychology discussed with some reference to their bearing on school life.	1.50	1.30
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Motivation, consideration of values, attention to organization, in- itiative, as standards. These standards applied to lessons observed in the schools of New York City. Contains many suggestions for ob- servation lessons in elementary subjects.		
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McMurry: <i>Special Method in Geography</i> . Macmillan.....	.70	.62
*McMurry: <i>Special Method in History</i> . Macmillan.....	.75	.67
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*McMurry: <i>Special Method in Reading</i> . Macmillan.....	1.25	1.11
*McMurry: <i>Nature Study for Primary Grades</i> . Macmillan.....	.60	.55
The McMurry books are good for collateral reading only. They are not suitable for use as texts.		
Monroe: <i>Brief Course in History of Education</i> . Macmillan.....	1.25	1.11
Survey of the entire field. Good illustrations of school life in the past.		
O'Grady and Throop: <i>The Teachers' Story Tellers' Book</i> . Rand-McNally.	1.00	.87
More than seventy primary stories beginning with the simplest. Several from the Russian. A good collection. Some colloquial language used.		
*Page: <i>Theory and Practice of Teaching</i> , American Book Co.....	1.00	.88
A very old book on school management. The charm of its style, its common sense and apt illustrations give it permanent place. Because of numerous editions, page references are not always accurate.		

	List Price.	Dist. Price.
*Park: <i>Educational Wood Working for School and Home.</i> Macmillan....	1.00	.89
Illustrated study of tools and their care, fastening devices, woods and finishings, many problems with little apparatus.		
*Perry: <i>Problems of the Elementary School.</i> Appleton.....	1.25	1.10
Good treatment of several topics not closely related, the use of the blackboard, the curriculum, moral training and the school museum each receiving a chapter.		
Phillips: <i>History of Education in Missouri.</i> Hugh Stephens.....	1.25	1.12
A study of the educational movements and institutions of Missouri, past and present.		
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*Pyle: <i>Educational Psychology.</i> Warwick & York.....	1.25	1.15
Instinct, habit, memory, attention, and fatigue the principal topics discussed. Excellent problem questions at the close of each chapter.		
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Sabin: <i>Common Sense Didactics.</i> Rand-McNally.....	1.00	.88
Practical discussion of a number of management problems. Easy and interesting. Not a textbook.		
*Salisbury: <i>School Management.</i> Row, Peterson.....	1.10	.88
Brief practical treatment of the usual topics of school management.		
Sawyer: <i>Five Messages to Teachers of Primary Reading.</i> Rand-McNally.	1.00	.87
The subject of primary reading treated in a direct way with little of theory. Excellent devices and suggestions.		
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*Scott: <i>Social Education.</i> Ginn.....	1.25	1.12
The school as an organized group; the Abbotsholme School, the George Junior Republic, and the Dewey School discussed; self-organized group work in various school subjects.		
*Seashore: <i>Elementary Experiments in Psychology.</i> Henry Holt.....	1.00	.88
Simple experiments requiring no apparatus except what may be found in any school.		
*Shaw: <i>School Hygiene.</i> Macmillan.....	1.00	.90
Standard work, well illustrated.		
**Sherman and Reed: <i>Essentials of Teaching Reading.</i> University Pub. Co..	1.25	1.10
Reading in all the grades discussed. Much illustrative material and good devices.		
Smith: <i>The Evolution of Dodd.</i> Rand-McNally.....	.75	.45
A very readable and suggestive school story.		
*Smith: <i>The Teaching of Arithmetic.</i> Ginn, 1913.....	1.00	.89
The history of arithmetic, reasons for teaching, forms, processes and principles discussed. A great number of games, number devices, and amusements described.		
Stamper: <i>A Textbook on the Teaching of Arithmetic.</i> American Book Co.	1.00	.88
Treatment of the topics usually taught in the grades with many method and device suggestions.		
*Strayer: <i>A Brief Course in the Teaching Process.</i> Macmillan.....	1.25	1.12
Inductive and deductive lessons, drill, study, examinations, questioning, and lesson plans receive systematic treatment. Problem questions at close of chapters.		
*Sutherland: <i>The Teaching of Geography.</i> Scott, Foresman.....	1.25	1.10
A method book containing good suggestions for use of apparatus and environment in teaching.		

	List Price.	Dist. Price.
*Suzzallo: <i>The Teaching of Primary Arithmetic</i> . Houghton.....	.60	.52
Brief treatment of methods and devices in primary work.		
Suzzallo: <i>The Teaching of Spelling</i> . Houghton, Mifflin Co.....	.60	.53
Present day methods analyzed and their development traced. Motivation; textbooks, grade, class and personal lists; meaning, pronunciation and spelling; the method of multiple association, and other method problems. Somewhat technical for high school students.		
*Thorndike: <i>Human Nature Club</i> . Longmans, Green & Co.....	1.25	1.02
Easy and entertaining treatment of elementary psychology. Good for collateral reading.		
Thorndike: <i>Principles of Teaching</i> . Seiler.....	1.25	1.16
Instinct, interest, individual differences, habit, association, reasoning, responses of feeling, motor education, formal discipline are among the subjects discussed. Many problems suggested.		
Walsh: <i>Practical Methods in Arithmetic</i> . Heath.....	1.25	1.11
Subjects usually taught in arithmetic are discussed in order, methods and devices being suggested.		
*Williams and Fisher: <i>Elements of Theory and Practice of Cooking</i> . Macmillan	1.00	.88
Great variety of foods discussed—their source, value and preparation.		
*Wray: <i>Jean Mitchell's School</i> . Public School Publishing Co.....	1.00	.82
The story of a country school. Easy and interesting, but full of suggestions.		

SUPPLEMENTARY LIST.

The following supplementary list is offered. These books are of value to teachers. To some extent high school pupils will find them good reading, but they are technical, or not directly related to the work of the course. In general these books should not be purchased until the library is well supplied with elementary works.

Adams: <i>Exposition and Illustration in Teaching</i> Macmillan.....	\$1.25	\$1.11
Bolton: <i>Principles of Education</i> . Scribners.....	3.00	2.58
Bourne: <i>The Teaching of History and Civics</i> . Longmans.....	1.50	1.30
Brown: <i>The Making of Our Middle Schools</i> . Longmans.....	3.00	2.60
Butler: <i>The Meaning of Education</i>	1.00	.88
Cooley: <i>Domestic Art in Woman's Education</i> . Scribners.....	1.25	1.10
Committee of Seven: <i>Report on Teaching of History</i> . Macmillan.....	.50	.45
Dewey: <i>Ethical Principles Underlying Education</i> . University of Chicago Press25	.23
Dewey: <i>The Child and the Curriculum</i> . University of Chicago Press.....	.25	.23
Dutton and Snedden: <i>Administration of Public Education in the United States</i> . Macmillan	1.75	1.55
Farrington: <i>French Secondary Education</i> . Longmans.....	2.50	2.15
Graves: <i>A History of Education Before the Middle Ages</i> . Macmillan.....	1.10	.99
Graves: <i>A History of Education During the Middle Ages</i> . Macmillan.....	1.10	.99
Hanus: <i>Educational Aims and Values</i> . Macmillan.....	1.00	.89
Henderson: <i>Principles of Education</i> . Macmillan.....	1.75	1.55
Klapper: <i>Principles of Educational Practice</i> . Appleton.....	1.75	1.50
McMurry: <i>Method of the Recitation</i> . Macmillan.....	.90	.80
O'Shea: <i>Dynamic Factors in Education</i> . Macmillan.....	1.25	1.11
O'Shea: <i>Education as Adjustment</i> . Longmans.....	1.50	1.30
Parker: <i>History of Modern Elementary Education</i> . Ginn.....	1.50	1.32
Pestalozzi: <i>Leonard and Gertrude</i> . Heath.....	.90	.66
Quick: <i>Educational Reformers</i> . Appleton.....	1.50	1.15

Rousseau: <i>Emile</i> . Heath.....	.90	.66
Ruediger: <i>Principles of Education</i> . Houghton.....	1.25	1.10
Russell: <i>German Higher Schools</i> . Longmans.....	2.50	2.15
Spencer: <i>Education</i> . Burt.....	.75	.43
Thompson: <i>The Psychology and Pedagogy of Writing</i> . Warwick & York.	1.25	1.15
Vandewalker: <i>The Kindergarten in American Education</i> . Macmillan.....	1.25	1.11
Welton: <i>Logical Bases of Education</i> . Macmillan.....	1.00	.88
Whipple: <i>Manual of Mental and Physical Tests</i> . Vol. I. Warwick & York.	2.50	2.26

Publishers' list prices appear in the first column. Most of the book companies offer a discount of twenty per cent or more, the purchaser paying freight or express charges.

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- University of Chicago Press, Chicago, Ill.
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- Warwick & York, Baltimore, Md.

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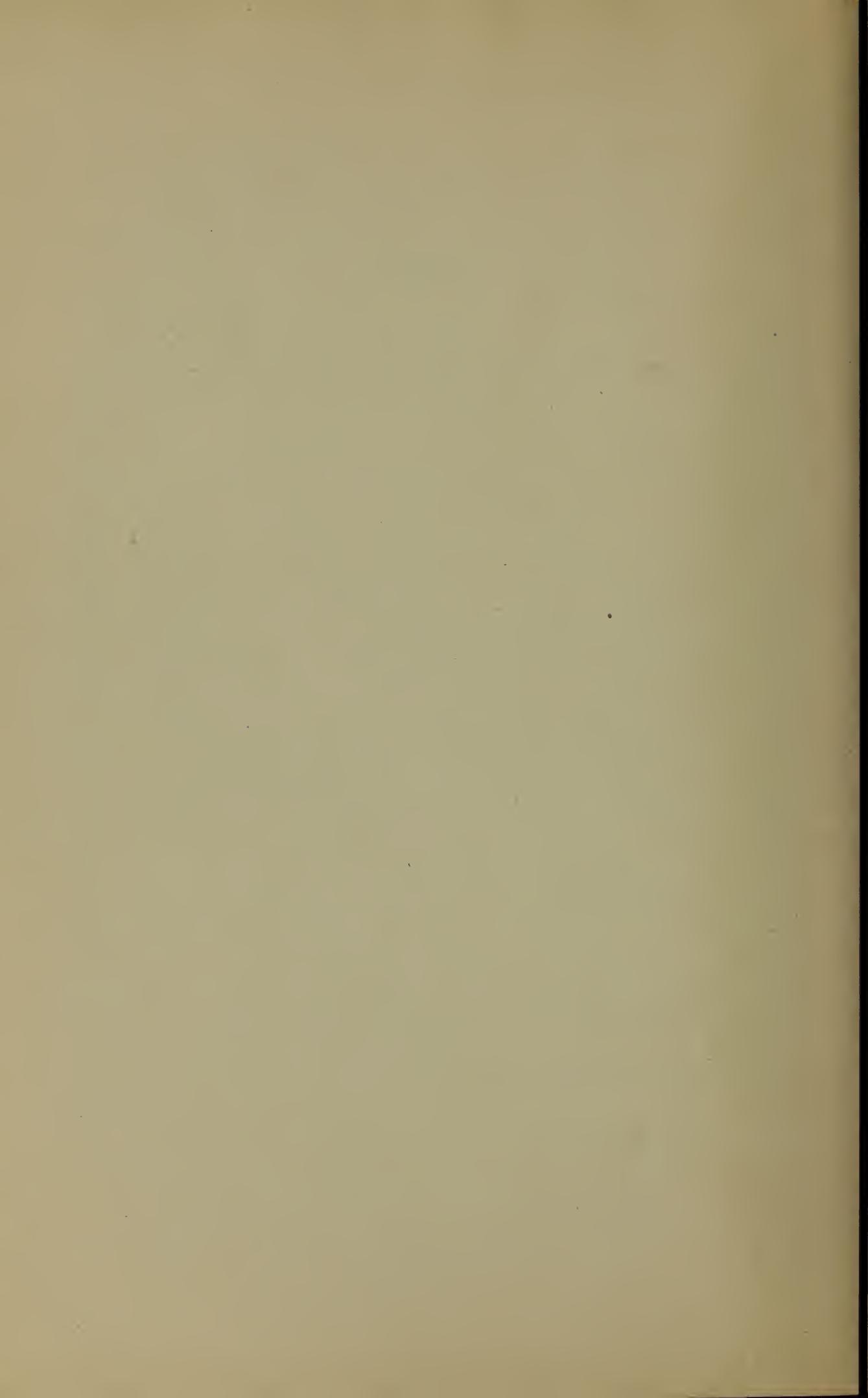
A limited number of school journals and magazines will prove valuable in connection with teacher-training classes. Among those best adapted to the purpose are the following:

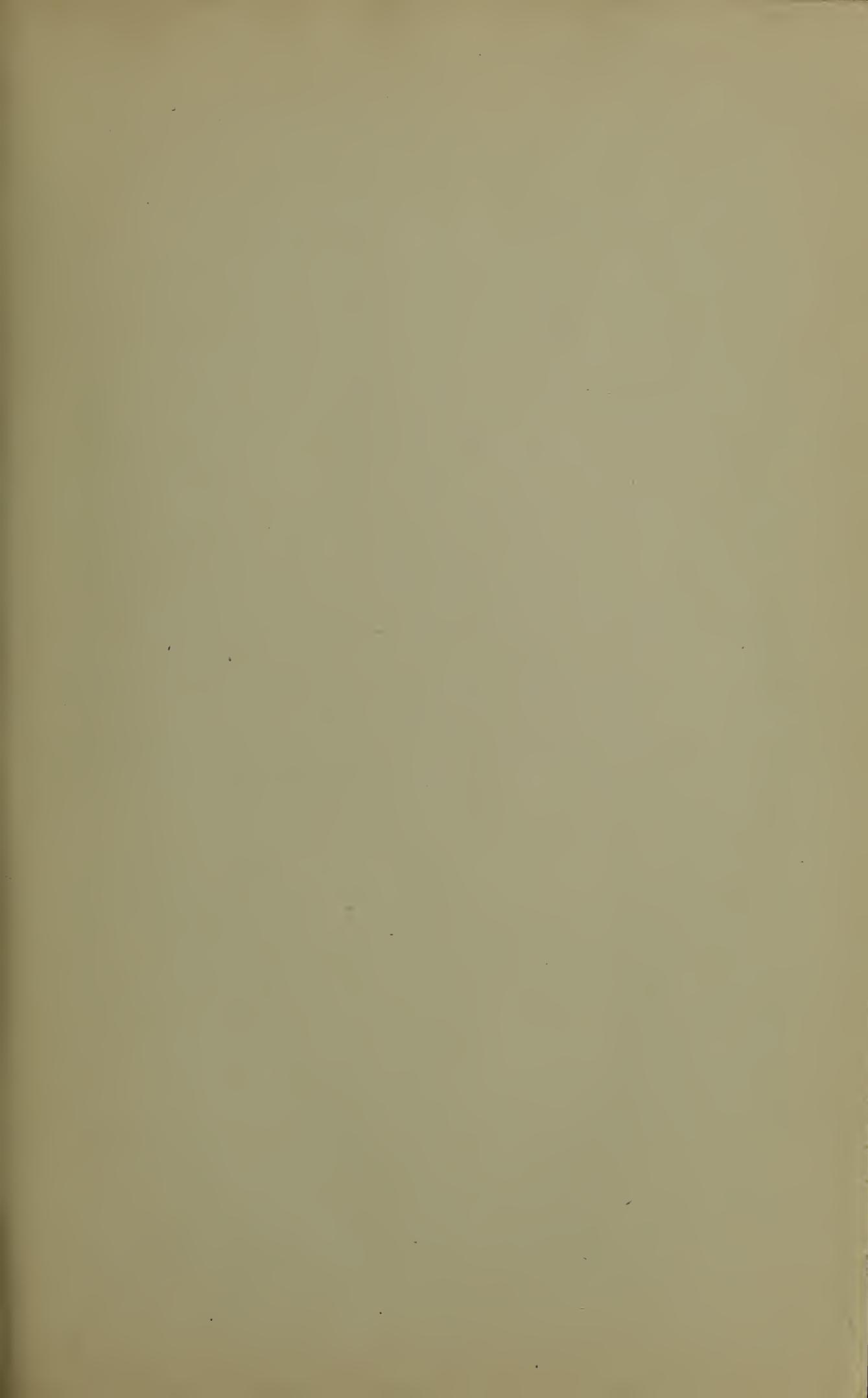
- American Journal of Education*. Monthly. One dollar a year. Milwaukee, Wis.
- American Primary Teacher*. Monthly. One dollar a year. New England Publishing Co., Boston, Mass.
- American School Board Journal*. Monthly. One dollar a year. Milwaukee, Wis.
- Education*. Monthly. Three dollars a year. The Palmer Co., 120 Boylston St., Boston, Mass.

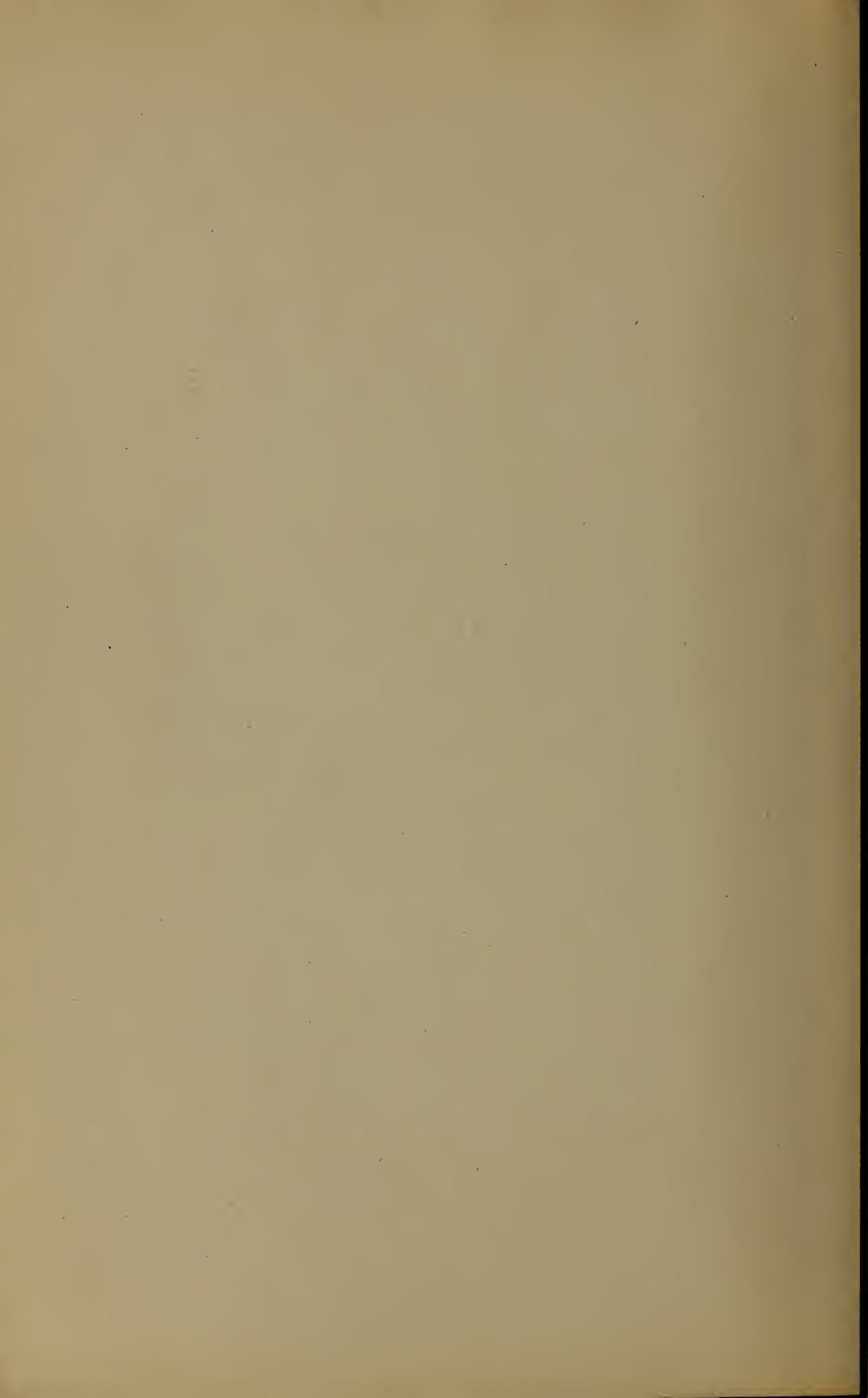
- Elementary School Teacher.* Monthly. One dollar and fifty cents a year. Chicago University Press, Chicago, Ill.
- Missouri School Journal.* Monthly. One dollar a year. Jefferson City, Mo.
- Normal Instructor.* Monthly. One dollar and twenty-five cents a year. F. A. Owen Publishing Co., Dansville, N. Y.
- Primary Plans.* Monthly. One dollar and twenty-five cents a year. F. A. Owen Publishing Co., Dansville, N. Y.
- The School Century.* Monthly. One dollar a year. Chicago, Ill.
- School News.* Monthly. One dollar a year. C. M. Parker, Publisher, Taylorville, Ill.
- Teachers College Record.* Bimonthly. One dollar a year. Bureau of Publications, Teachers College, New York, N. Y.
- Teachers' Magazine.* Monthly. One dollar and twenty-five cents a year. Educational Publishing Co., 31-33 E. Twenty-seventh St., New York, N. Y.

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Official List of Textbooks Filed.

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Boys' State Fair School Bulletin.

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